

Cammack, Paul (2016) Guide for the evaluation of school leaders. Erasmus+.

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/2899/>

***Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.***

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

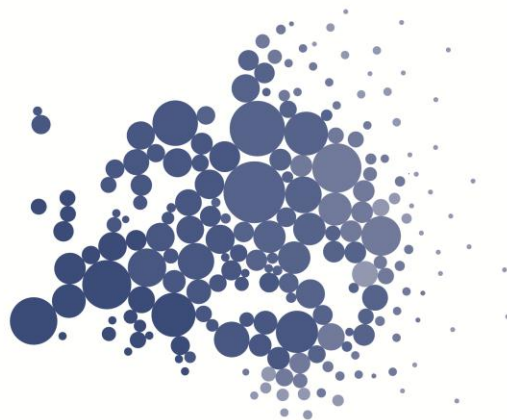
**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# GUIDE FOR THE EVALUATION OF SCHOOL LEADERS



EOSLATP

**PARTICIPANT INSTITUTIONS :**

- Department of Education, Language Policy and Culture. Inspectorate of Education in the Basque Country, Spain. (Coordinator of the Erasmus+ Project, origin of this publication)
- Culture, Education and Sport Department of Kaunas Region Municipality. Inspectorate of Kaunas. Lithuania
- Inspectoratul Scolar Judetean Prahova. Inspectorate of Prahova. Romania
- University of Cumbria. United Kingdom
- Open University of Cyprus. Cyprus
- Inspectorate of Portugal. Inspeção-Geral da Educação e Ciência. Portugal

## **CONTENTS**

### **1. INTRODUCTION**

#### **1.1 Origins of this Guide**

#### **1.2 Justification: Why does School Leader evaluation matter?**

#### **1.3 Agreements of the Scientific Committee**

### **2. AIM OF THIS GUIDE**

#### **2.1 Purpose of the Guide**

#### **2.2 Potential users of this Guide**

### **3. CONTEXT**

#### **3.1 Theoretical approaches**

##### **3.1.1. Evaluation characteristics**

##### **3.1.2. Functions of School Leaders**

##### **3.1.3. What does research say about School Leaders' influence on school success?**

##### **3.2.1 Case studies in partner countries**

##### **3.2.2. Evaluation purposes in partner countries**

### **4. GUIDELINES FOR SCHOOL LEADER EVALUATION**

#### **4.1 Characteristics of this evaluation model**

##### **4.1.1. Double approach**

##### **4.1.2. Importance of the School Leader's self-evaluation**

##### **4.1.3. Impartiality**

##### **4.1.4 Transparency**

##### **4.1.5 Reliability**

##### **4.1.6 Revisability and meta-evaluation**

##### **4.1.7 Dual perspective**

##### **4.1.8 Adapted to meet the context**

## **4.2 Evaluation context**

### **4.2.1. Functions of a School Leader**

### **4.2.2. Competencies of a School Leader**

## **4.3 School Leader Evaluation Procedures: Domains, Criteria and Levels**

### **4.3.1 Who should be evaluated?**

### **4.3.2 By whom?**

### **4.3.3 How often?**

### **4.3.4 Procedure: What and how?**

### **4.3.5 Evaluation results**

### **4.3.6 Practicalities**

## **5. META-EVALUATION**

### **5.1 Definition**

### **5.2 Purpose**

### **5.3 The staff responsible for School Leader evaluation**

### **5.4 means**

### **5.5 Timing**

## **6. TRAINING OF SCHOOL LEADERS**

## **7. CONCLUDING STATEMENTS**

## **8. GLOSSARY**

## **9. BIBLIOGRAPHY**

## **10. APPENDICES:**

### **Appendix 1: Features of good practice in the evaluation of School Leaders**

- 1. KAUNAS (LITHUANIA)**
- 2. ENGLAND**
- 3. PRAHOVA (ROMANIA)**
- 4. PORTUGAL**
- 5. BASQUE COUNTRY (SPAIN)**

## 6. NETHERLANDS

### Appendix 2: Case studies in partner-countries

1. PORTUGAL
2. KAUNAS (LITHUANIA)
3. PRAHOVA (ROMANIA)
4. ENGLAND
5. BASQUE COUNTRY (SPAIN)

### Appendix 3. Partner countries’ domains, criteria and indicators about School Leader evaluation.

1. KAUNAS (LITHUANIA)
2. PORTUGAL
3. PRAHOVA (ROMANIA)
4. BASQUE COUNTRY (SPAIN)

## 1. INTRODUCTION

### 1.1. Origins of this Guide

The present Guide is one of the Intellectual Outputs of the Erasmus+ Project on School Leader Evaluation that took place between September 2015 and July 2017.

The partners of the first part of this project were four inspectorate services from Portugal, Prahova (Romania), Kaunas (Lithuania) with the Basque Country (Spain) as coordinator of the project.

In addition, two universities took part in the process as trainers, scientific support and evaluators: University of Cumbria (UK) and Open University of Cyprus (Cyprus).

The representatives of the above-mentioned institutions form the Scientific Committee as partners of the Project.

To achieve the goal of this Erasmus Project, the scientific committee will create the following intellectual outputs:

- a) A guide about School Leaders' Evaluation
- b) A guide about Teaching Practice Evaluation
- c) A Moodle Course on Teaching Practice Evaluation

Ten years ago the Inspectorate of Education of the Basque Country started to promote the evaluation of School Leaders in state schools. This evaluation system has been embodied in a guide that systematizes the process and has been widely appreciated by the inspectors who use it. However, this procedure of evaluation is updated regularly for its improvement. This led to the goal of working towards an example of School Leader evaluation that could be shared by other inspectorates or other institutions at European level, an example which might suggest alternatives to evaluate the performance of the functions of a School Leader that most affect the improvement of schools.

Undoubtedly, School Leaders exert a great influence on the teams led by them (Cranston, 2013), but the teachers are, in their interaction with students, the ones who carry out the act of teaching-learning. It is for that reason that the evaluation of teaching practice was another process that was considered important to deal with under a European perspective.

Finally, we saw the need to create an on-line tool that could serve both to train those who have to evaluate the effectiveness of the teachers' performance, as well as to be used as a tool for self-evaluation by teachers themselves. This is because we believe that reflection and self-evaluation by teachers and school leaders are central to the process of school improvement.

This document addresses the first of the intellectual outputs for the project by providing a Guide for the Evaluation of School Leaders.

## **1.2. Justification. Why does School Leader evaluation matter?**

The importance of School Leadership is widely recognized in theory and practice.

The European Commission (2012, p43) identify school leadership as being one of the most important school-based factors influencing how well students learn. The influence of School Leaders determines *“the ethos of the school, the motivation of teachers, the depth of their continuing professional learning, and the quality of teaching and learning”* (European Commission, 2012, p 36). Similarly, the Council of the European Union (2013) recognized the importance of professionalizing, strengthening and supporting School Leaders in order to facilitate school improvement. The Council called for member states to encourage *“new ways of enhancing the effective and accountable autonomy of education institutions and educational leaders”* (Council of the European Union, 2013, p4)

The efficient evaluation of School Leaders influences other school staff in their own work in order to carry it out successfully (Leithwood, Day, Sammons, Harris and Hopkins, 2006). This project explored the views of School Leaders through a Round Table discussion in Donostia-San Sebastian during the First Erasmus+ Project International Week held in the Basque Country in December 2015. School Leaders saw the importance of School Leader evaluation because they felt that *“What is not evaluated cannot be*



*improved*”. Discussions with the project team showed that School Leader’s evaluation can be taken as an example of objective evaluation. It was agreed that School Leaders should be evaluated through transparent and objective standards based on unbiased sources of evidence. Key principles for the evaluation of School Leaders include transparency, objectivity, reliability and a formative approach. As the School Leader is the responsible for the evaluation of many areas of his/her own school, it is highly probable that School Leader’s evaluation can be an example for other evaluation procedures applied to other members of the same School Community.

### **1.3. Agreements of the Scientific Committee**

As part of the project, the Scientific Committee took part in a Training Course on School Leaders’ evaluation at the University of Cumbria, England in April 2016) and identified some shared purposes:

1. To produce a guide to contribute to the improvement of School Leaders’ performance.
2. To identify dimensions, criteria, indicators that characterize good School Leaders, as well as strategies, sources of evidence and good practices that would be helpful in order to develop an effective model of School Leader evaluation.
3. To provide to Inspectorate bodies and professional staff related to assessment with tools, strategies and common good practices drawn from a range of European dimensions and perspectives.

The scientific committee reached agreement about the characteristics of the present Guide:

1. The Scientific Committee recognized that there are a number of purposes for the Evaluation of School Leaders but this Guide would focus on the evaluation of school leaders as a formative process that aims to improve the work of School Leaders so as to improve teaching and learning in their school or setting.
2. It will be a guide for a range of users and stakeholders, not just for school inspectors.
3. It will offer advice, examples and tools about School Leader evaluation that each country can adapt in order to create their own evaluation tools that suit their own contexts.



## 2. AIM OF THIS GUIDE

### 2.1. Purpose of the Guide

This Guide aims to provide a European reference framework to plan, carry out and revise a systematic process to evaluate School Leaders.

The Scientific Committee has started out from an approach to the theoretical and practical context for School Leader evaluation (Section 3). The theoretical section aims to establish the basic principles for assessing School Leaders and to stress how important they are in improving education systems. This is partly based on the conclusions drawn in pedagogical scientific research, and follows the guidelines provided by the universities that have taken part in this project.

The different practices that have been implemented up to now in the education systems of the countries taking part in the Project are shown in the appendices of this Guide. With this in mind, the purpose of this Guide is to provide guidance on School Leader evaluation that can be adapted to meet the specific contexts individual education systems across Europe (Section 4).

### 2.2. Potential users of this Guide

This Guide is intended to be used by the following target groups:

1. **Inspectorate Services:** As external observers, they will have an assessment tool that is the basis for the evaluation of School Leaders and that can be adapted so as to suit national and regional circumstances and contexts.
2. **School Governing Boards:** Taking into account that in some countries they are in charge of carrying out the evaluation process for School Leaders, we believe that this Guide will be useful for them.
3. **School Leaders:** Leaders under evaluation will have the right to know the indicators and criteria contained in this Guide and use it in the evaluation process. In addition, this Guide

can be useful for any School Leader who wants to improve his/her performance through self-evaluation and reflection.

4. **Universities:** This Guide will offer universities the opportunity of adapting their own syllabi in order to establish a direct link between future School Leaders’ university training and the way they will be evaluated as School Leaders.
5. **Educational Policy Makers:** The process of School Leader evaluation may lead to changes in educational policy, such as modifying study plans for future teachers and School Leaders, investing money, salaries, effective approaches for encouraging the best candidates to become school leaders, promotion of the professional career and so on.
6. **Teachers’ Training Centres:** The scientific committee believes that there should be a direct link with the education of the future School Leaders and their initial and/or in-service training, taking into account the criteria and dimensions proposed in this Guide in order to prepare them for their forthcoming practice and evaluation.
7. **Evaluation Centres / External Evaluation Agencies:** In some countries, there are separate institutions in charge of overall evaluation of the education system at local or broader level. The scientific committee believes that this Guide will provide useful information and guidelines for such agencies.
8. **Education Stakeholders:** There is a range of other stakeholders such as teachers, self-evaluation teams, union representatives who may be involved in School Leader evaluation and who may find the contents of this Guide to be useful.

### **3. CONTEXT**

#### **3.1 Theoretical approaches**

##### **3.1.1 Evaluation characteristics**

The scientific committee believes that the evaluation of School Leaders, in common with evaluations of other public services, should be characterized by the following features:

1. Formative approach: The evaluation of School Leaders is about learning, about future professional development, and about having the chance of improving his/her performance.
2. Planned activity: Evaluation of School Leaders should be proactive and not reactive. A good evaluation will be prospective and forward-looking, anticipating that assessment feedback will be needed, rather than just reacting to situations or problems when they arise.
3. Evaluation as a process: The evaluation and professional development of School Leaders is an on-going journey, rather than a particular moment activity. Therefore, evaluation of School Leaders is an ongoing process rather than a discontinuous activity.
4. Transparency: The rights of School Leaders should be taken into account in an open and transparent evaluation process (Stuffelbeam and Nevo, 1994). The goal of the evaluation has to be explained beforehand, along with the procedure and the main features of the process. In order for the evaluation process to have credibility and integrity, it should be based on public and previously known criteria.
5. Effectiveness: all the agents involved in the evaluation process should have an attitude of commitment and conviction in order to achieve the best results. An efficient evaluation of School Leaders inspires other school staff in their own work in order to carry it out successfully (Leithwood and Day, 2006).
6. Importance of self-evaluation: The participation of the School Leader in the Evaluation process promotes his/her self-involvement and learning.

7. Benefits to students: the final goal of evaluation of school leaders should be improved teaching and learning and better school experiences for students.
8. Evaluation framework should be aligned with the law and with the context of each country, and the characteristics of the School Leader’s context.

### **3.1.2. Functions of School Leaders**

The School Leader has core functions and domains within the school according to these sources of information:

<b>CORE FUNCTIONS / DOMAINS OF THE SCHOOL LEADER</b>	
<b>OECD (2013)</b>	<b>PASHIARDIS (2001)</b>
<ul style="list-style-type: none"> <li>- Define their values and vision to raise expectations, set directions and build trust.</li> <li>- Reshape the conditions for teaching and learning.</li> <li>- Restructure parts of the organization and redesign leadership roles and responsibilities.</li> <li>- Enrich the curriculum.</li> <li>- Enhance teacher quality.</li> <li>- Enhance the quality of teaching and learning.</li> <li>- Build collaboration internally.</li> <li>- Build strong relationships outside the school community.</li> </ul> <p><i>(OECD, 2013, p.487, citing Day et al. 2010)</i></p>	<ul style="list-style-type: none"> <li>- School Climate</li> <li>- School Leadership and Management</li> <li>- Curriculum Development</li> <li>- Personnel Management</li> <li>- Administration and Fiscal Management</li> <li>- Student Management</li> <li>- Professional Development and In-Service</li> <li>- Relations with Parents and the Community</li> <li>- Problem-Solving and Decision-Making</li> </ul> <p>Pashiardis P. (2001). Secondary Principals in Cyprus: The Views of the Principal Versus the Views of the Teachers-A Case Study. <i>International Studies in Educational Administration</i>, 29 (3), 11-27.</p>

There are a number of purposes for education that modern societies expect of schools. These can be broadly grouped into three categories (Cranston, 2013; Biesta, 2009): democratic (considered as the development of active and competent citizens); individual (focusing on social and economic interests);

and economic (developing competent contributors to society). As such, the School Leader can be seen as a bridge between school and society and as a key agent in achieving the educational purposes of schools:

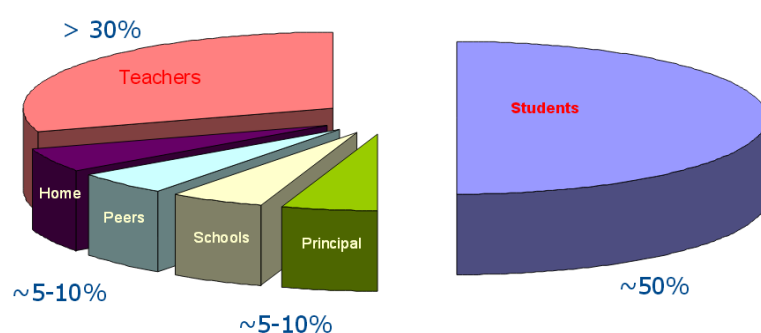
1. **DEMOCRATIC:** In compulsory education, the school must promote every students’ success and School Leaders must focus efforts on improving the students’ basic competences through learning centered leadership but should also aim to improve their citizens’ welfare, competences and knowledge in areas such as citizenship, social engagement and solidarity (Botia, 2010). Many consider that the school has a role as a compensator of social inequalities (Pereyra, Faraco, Luzón, & Torres, 2009) and that one of the roles of a School Leader is to facilitate this process. School Leaders are accountable and have a duty to reveal student performance in standardized external/internal studies such as PISA, TALIS, PIRLS and TIMMS (Schleicher, 2012) and to reach the goals concerning the 2020 European Strategy with respect to reducing early school-leaving and increasing participation in tertiary education (Roth and Thum, 2010).
2. **INDIVIDUAL:** for the social and economic benefit of the student: his/her self-development, employment, individual empowerment.
3. **ECONOMIC:** to engage in the development of efficient human structures in society.

### 3.1.3. What does research say about School Leaders’ influence on schools success?

The importance of School Leaders has been clearly demonstrated in numerous studies and publications. In particular, the 2013 OECD Report, “*The appraisal of school leaders: Fostering pedagogical leadership in schools*”, offers an extensive account of up-to-date data, references and studies related to this topic and has been one of the main basis for the creation of the present guide.

Studies vary in the degree of variation across schools in student attainment that can be apportioned to the influence of School Leaders with figures ranging from 10% (Marzano, Waters & McNulty, 2005) to 27% (Wilson and Ortega, 2013; Leithwood, Harris & Hopkins, 2008; European

Commission, 2012). In part, this variance is because of the difficulty in quantifying the direct and indirect influences of School Leaders and in identifying the causal links between school leadership and student attainment. However, Hattie (2003) identified the role of the School Leader to be one of the most significant factors in influencing the achievement of students and consequently, evaluation of these professionals has a great significance for any educational system (Figure 1).



Hattie (2003, 2005)

Figure 1: Influences on the achievement of students (Hattie, 2003)

Although the influence of School Leaders may appear disappointingly small, this influence is still notable and, significantly, it is within the control of individual School Leaders. The impact of good School Leaders is both direct and indirect and it is worth noting that indirect impacts, whilst being difficult to identify and quantify can nonetheless be of considerable importance to the work of schools and the attainment of students. In addition, a number of the purposes of education identified in Section 3.1.2 (above) are intangible, difficult to measure and may emerge many years after the student has left school (Biesta, 2009).

Notwithstanding the difficulties of quantifying the effect of individual School Leaders, it is widely accepted that not only is the role of the school leader important, but also that this importance is growing in response to increasing devolution of school management and increasing autonomy of school leaders (Barber and Mourshed, 2007; European Commission, 2012). However, it should also be noted that the influence of School Leaders is central to the process of school improvement. School Leaders are key to the work of schools and the achievement of students and this influence goes beyond those aspects that can be measured through students' results (Brauckmann and Pashiardis, 2016).



### **3.2.1 Case studies in partner countries**

For the purpose of this Guide, we take into account that in some countries/regions the evaluation process focuses on the School Leader while in others it forms part of a broader process, such as the evaluation of schools. However, although we recognize that each country operates in a specific context, we believe that we can offer examples of good practice as identified by some of the representatives of these countries/regions. These examples of good practice can be seen in Appendix 1 of this Guide.

### **3.2.2. Evaluation purposes in partner countries**

This section contains information about School Leaders’ evaluation in the partners’ regions/ countries that took part in the Erasmus + Project mentioned in the introduction. Further information can be found in the appendices attached to the Guide. In this section, two aspects will be highlighted: on the one hand these countries/region’s evaluation purpose and on the other many good practices about it.

The purposes of evaluation of School leaders varies from country to country as can be seen in Figure 2 but in general, the development of better School Leadership is a key priority for School Leader evaluation in most of the partners’ regions/countries.

***Figure 2: What is the purpose of the School Leader evaluation process? (Answers are prioritized from 1: very important goal, to 5: less important)***

	ROMANIA Prahova	PORTUGAL	LITHUANIA Kaunas	BASQUE COUNTRY
For better School Leadership development.	1	3	1	1
Certification.			4	3
Accountability.	2	2	3	3
Professional Career.		1	2	3

Improvement of results of schools		3	2	
-----------------------------------	--	---	---	--

#### 4. GUIDELINES FOR SL EVALUATION:

When it comes to establishing guidelines for School Leader evaluation, it is necessary to provide a sufficiently broad and flexible framework that can be adapted by the evaluators that carry this out in each country and context.

##### 4.1. Characteristics of this model of School Leader Evaluation:

As well as the characteristics mentioned in section 3.1.1, that an assessment process should comply with, the model that we are presenting here should also take into account the following aspects:

##### 4.1.1. Double approach

- a. **Formative approach:** the evaluation of School Leaders is about gathering diagnostic information from a variety of sources in order to provide feedback to the School Leader and others as part of a process aiming for school improvement. Therefore, evaluation of School Leaders is about learning, about professional future, and about having the chance of improving one's performance. This Guide focuses on the formative aspects of the evaluation process by fostering reflection mechanisms based on the School Leader's practice and by defining improvement proposals for developing the quality of his/her functions. Therefore, the application of School Leader evaluation as an ongoing and continuing process in cycles longer than one academic year implies the possibility of intermediate feedback to School Leaders in order to improve the weakness and enrich the strengths.
- b. **Summative character:** the evaluation of School Leaders can be used to create a summative report about the performance of School Leaders work based on objective criteria. This summative approach should be adapted to each country depending on its evaluation purpose.

#### **4.1.2. Importance of the School Leader’s self-evaluation**

The use of structured self-evaluation by the School Leader as part of the Evaluation process promotes his/her self-involvement and learning.

#### **4.1.3. Impartiality**

Accuracy is an important component of School Leader evaluation and so it is important that conclusions are drawn logically from the data (Stuffelbeam and Nevo, 1994) but even the most objective data can be interpreted subjectively (Pashiardis and Braukman, 2008). Nonetheless, the evaluation of School Leaders should be objective and fair with information that describes the work of School Leaders accurately and without bias or conjecture (Cranston, 2013; Tucker and Stronge, 2005). Therefore, we recommend that objectivity and impartiality are key aspects of the evaluation of School Leaders:

- a. To ensure that the evaluation process is objective certain dimensions, criteria, indicators, etc. will need to be defined that will provide a benchmark during the process and at the end of it. These dimensions, criteria and indicators will vary from country to country depending on local contexts.
- b. In the evaluation process, an evaluation team could work in a more objective way rather than a sole one agent in order to carry out impartial evaluation reports. This role could be performed by inspectors, school leaders from other schools, external experts and so on.
- c. Data collection from different and varied sources of information is recommended to provide a broad and balanced range of data about the work of a school leader. Diverse information could be collected from a range of stakeholders including other members of the Management Team, Governing Bodies, representatives of parents, teachers, non-teaching staff and so on. Evidence about the work of School Leaders can be obtained through interviews, by direct observation, adapted questionnaires, results of student evaluations, school strategic documents and reports and other suitable methods.

#### **4.1.4 Transparency**

a. Evaluation dimensions, criteria, indicators, etc. should be made available School Leaders as part of the evaluation process.

b. During the evaluation cycle, the School Leader should be informed about the evaluation process and the intermediate results through periodic reports providing feedback. At the end of the evaluation cycle, the School Leader should be given a final report.

#### **4.1.5 Reliability**

This Guide has been based on theory, published research and tacit knowledge carried out by the Erasmus+ Education Inspectorate partners. The Project Team believes that the principles and practices in this Guide represent examples of good practice drawn from a variety of sources and contexts.

#### **4.1.6 Revisability and meta-evaluation:**

It is important to monitor and evaluate the effectiveness of systems of School Leader evaluation so that practices and procedures can be improved in an ongoing manner. Review and revision of procedures and practices could be undertaken by inspectors, school leaders and external experts. Details of the revision and meta-evaluation of systems of School Leader evaluation will vary from country to country depending on local contexts.

#### **4.1.7 Dual perspective**

The evaluation of School Leaders is designed to try and achieve a degree of compatibility and complementarity between two alternative, but inter-related, perspectives; satisfactory compliance with all the regulatory duties that legislation ascribes for school leaders and the wider tasks that the scientific community has stressed through educational research.

#### **4.1.8 Adapted to meet the context**

Effective systems for the evaluation of School Leaders should take into account the contexts to be found in individual countries and regions. In addition, there may be local contexts that also need to be considered such as the training that School Leaders have received, the type of school, the socio-economic and cultural aspects of the population that it caters for, or other significant circumstances. These factors will condition the way in which this model is adapted to meet each specific case.

Bearing in mind all the above, each user of this guide can be expected to adapt the procedures described here to meet their regulatory reference frameworks, their competencies in schools or any other characteristic of their own environment.

## **4.2 EVALUATION CONTEXT**

### **4.2.1 Functions of a School Leader**

The functions of a School Leader depend on the laws and regulations that govern the education system that their school forms part of. The varying degree of autonomy that schools have is probably one of the most decisive factors when it comes to specifying the responsibilities that School Leaders have in European countries and regions (European Commission/EACEA/Eurydice, 2013). A School Leader specifically hired for this position, with the capacity to select their staff or to try and find funding sources, is not the same as one that does not take part in choosing the teachers and has to run their school with a budget mainly estimated based on the number of pupils that attend it. The characteristics of each school, whether it caters for primary, or secondary, or vocational training students, or combines various stages, are also another matter that needs to be considered when it comes to specifying responsibilities, so that certain duties may be much more decisive than others in carrying out their job properly (Sun, Creemers and De Jong, 2007).

Figure 3: Functions of School Leaders according to legal regulation:

	ROMANIA Prahova	PORTUGAL	LITHUANIA Kaunas	BASQUE COUNTRY
a) Resource Management	✓	✓	✓	✓
b) Recruiting the rest of the Management Team (Head of Studies...) from the School teaching staff.		✓	✓	✓
c) Recruiting the rest of the Management Team (Head of Studies...) out of the School.				
d) Recruiting teachers	✓	✓	✓	
e) Represent the Education Department / Regional Government at school level	✓	✓	✓	✓
f) Transfer of School requirements, needs... to Education Department / Regional Government	✓	✓	✓	✓
g) Guarantee the respect and fulfillment of law regulations	✓	✓	✓	✓
h) Exercise pedagogical leadership		✓	✓	✓
i) Fostering of school climate, conflicts solving, living together...	✓	✓	✓	
j) Collaboration with families and other members of school community: non-teaching staff, local government	✓	✓	✓	✓
k) Promotion of internal and external evaluations	✓	✓	✓	✓
l) Chair the official academic meetings	✓	✓	✓	✓
m) Others	<b>ROMANIA:</b> President of the Board of Administration <b>PORTUGAL:</b> The SL can also be responsible for the recruitment of teachers in specific areas or when there are not applicants to a certain subject in the state led competition.			

As a result, the list provided below identifies the main School Leader’s functions taking into account the main responsibilities that School Leaders have. This list has been drawn up so that they can be adapted to meet different contexts. In short, each evaluator must be very much aware of the

functions of the School Leader who is being assessed, and must ensure that all these duties are borne in mind in the evaluation process.

1. Acting on behalf of the school in dealing with the organization that it depends on, whether this is a state, regional or local administrative institution, or any other kind of body. It is the School Leader’s responsibility to ensure that the proposals, wishes and needs of their education community are passed on to the organization that it depends on.
2. Acting on behalf of the organization that the School Leader depends on in dealing with their education community and passing on the regulations imposed by the appropriate authorities to this, and when necessary, ensuring that these are complied with.
3. Convening and presiding over academic ceremonies.
4. Ensuring and facilitating pedagogical coordination.
5. Encouraging educational innovation.
6. Promoting plans to achieve the aims of the strategic plans.
7. Ensuring the organization required to carry out the planned education activities at and outside the school.
8. Acting as head of all the staff assigned to the school.
9. Taking part in selecting staff at their school in so far as their autonomy allows them to do so.
10. Establishing mechanisms to ensure the appropriate use of resources, facilities, materials and whatever assets may be at the school’s disposal.



11. Encouraging harmonious relations at school.
12. Encouraging the involvement, collaboration and participation of all education agents (families, institutions, organizations and so on).
13. Promoting internal assessments at the school and collaborating in external assessments, including teacher assessment.
14. Promoting improvements in teachers' professional competences (teacher training) and in education practices at the school.

#### **4.2.2. Competences of a School Leader**

In order to be able to carry out the above-mentioned duties, School Leaders must develop a series of competences, abilities and skills that include those listed below:

##### **a) Leadership and encouraging team work**

They influence people to lead the group towards a specific aim. They communicate a farsighted approach convincingly. They convey enthusiasm and optimism. They encourage people to get involved in projects. They inspire confidence and trust the teaching team, supporting teachers faced with abusive situations. They form a model and benchmark for others and delegate responsibilities. They promote an atmosphere based on collaboration, communication and trust among members of their team and encourage them to achieve common aims. They share results with others and create a sense of belonging to the group. They value the work carried out by the different members of the education community and encourage them to use all their potential to take part in achieving the school's aims.

##### **b) Strategic leadership: planning, implementing and assessing plans and projects**

They intervene in the school as a whole unit. Their interventions are strategic, and focus on essentially educational goals that can be adapted to meet the context, needs and expectations detected

in the school. They ensure equity and equal opportunities for all students. They search for new development opportunities for the school and aim to create a positive climate where teaching can be carried out in an orderly, secure atmosphere and effective working environment.

To share these goals, they encourage the development of the tools to plan and organise life at the school, required by current regulations. To do this, they specify the aforementioned shared goals in coherent projects and feasible aims.

### **c) Organising, managing and coordinating school**

They clearly establish aims and demarcate duties, tasks and responsibilities by making the most of people's qualities. They manage and administer personal, economic and financial resources, documents, materials, spaces, times, facilities... effectively and efficiently. They coordinate and supervise the work carried out by different units: cycles, departments, commissions.

### **d) Management of the regulatory framework applicable to schools**

They understand that the current education and regulatory legal policies form guidelines for the school in a context that is vulnerable to social changes. They clearly inform the different players in their school community about the legal framework currently in force. They run their school in accordance with current education policies. They keep up the internal regulations that ensure the normal organizational running of the school. They are familiar with, apply and interpret the laws currently in force.

### **e) Information management and decision taking**

They channel information properly and use it effectively and efficiently to reduce uncertainty, and in short, to be able to take appropriate decisions and make the right choices. They manage institutional documents appropriately. They encourage the use of information and communication technologies in order to improve the school.

### **f) Checking and supervision**

They periodically check the distribution of responsibilities and overall coordination of all the activities at the school. Supervision is aimed at continuously improving the teaching-learning process, leadership and coordination.

#### **g) Assessing and improving the quality of the school**

They encourage internal assessment and collaborate on carrying out external assessments to have data and evidence on teaching and learning processes, as well as on how the school is organized and run. Based on ~~these~~ those data, they plan improvement measures that are assessed by using quality indicators.

#### **h) Managing change, innovation and training**

They anticipate needs, foresee risks and provide responses. They communicate their viewpoint about the strategy to follow when faced with unexpected events and try to obtain the commitment of collaborators. They modify their own behavior in order to achieve certain aims when problems emerge. They imagine original situations, scenarios, processes and structures. They contribute to the professional and personal development of the education community. They help to identify weaknesses and propose challenges for improving these.

#### **i) Relations, collaboration and/or cooperation with the education community and external institutions**

They encourage participation by the various sections of the education community and regularly carry out procedures (meetings, surveys, evaluation forums, meetings of coordinating bodies or others) to collect and analyse the needs and expectations of the different sectors of the education community. They encourage participation in networks to exchange good practices and establish relations that help to achieve continuous improvement in the teaching-learning and organisational processes. They systematically make use of the contributions made by local institutions and organisations to improve their projects. They systematically assess the contributions that have been gathered and confirm their

influence on improving the school. They disseminate the image of the school and its good practices in the world of education and outside this.

#### **j) Communication**

They effectively communicate with other people and join groups. They ask questions and make observations that get right to the heart of the matter. They communicate clearly and precisely. They encourage the exchange of information and ideas. They show interest in people. They keep people that may be affected by a decision informed. They are good at explaining the reasons that have led them to take a decision. They are sensitive to the advice and viewpoints of others.

#### **k) Managing conflicts and coexistence**

They identify the internal and external problems of a complex situation. They gather and compare information. They analyse and weigh up the various alternatives. They prepare and put forward timely action strategies. They do not feel vulnerable when they have to face difficult situations. They tackle conflicts constructively and in the search for solutions, they apply mediation, conciliation and reparation procedures.

#### **l) Ethical commitment**

They feel committed to the aims of the school. They carry out their work in keeping with moral values and good practices. They assess the consequences that result from carrying out leadership duties from an ethical perspective. They respect people's rights. They comply with the professional and personal commitments they have incurred.

#### **m) Motivation**

They deal with tasks enthusiastically, with an optimistic, hopeful attitude. They value the work that the various members of the education community carry out. They encourage all the members of the education community to make use of all their potential take part in achieving the proposed goals.

#### **n) Emotional control and resilience**

They have self-control. They keep their own feelings under control. They try not to react negatively to provocations, opposition and hostility. They can handle working in stressful conditions. They are able to make progress when facing a variety of adverse situations.

### **4.3. SCHOOL LEADER EVALUATION PROCEDURES: DIMENSIONS, CRITERIA AND LEVELS**

This section proposes the following items that can be adapted to any European context:

#### **4.3.1 Who should be evaluated?**

We believed that School Leader evaluation is an important part for improving teaching and learning in schools. In an ideal world, this would mean that all schools and all school leaders are evaluated. However, we recognize that some educational systems evaluate all School Leaders, while some others evaluate only some of them. In some countries, only those School Leaders who are civil servants or those who volunteer to take on School Leader responsibilities are evaluated. In other countries, governments may be interested in applying the evaluation just for a certain group of School Leaders.

#### **4.3.2 By whom?**

It was recommended in section 4.1.3 that School Leader evaluation should be carried out by a team of evaluators (inspectors, specialists in evaluation, experienced school leaders, etc) instead of only a sole agent in order to avoid subjectivity and that it should consider the views of a variety of stakeholders in order to achieve a multi-perspective approach. For example, in Lithuania School Leader evaluation is undertaken by a trained and qualified team of experts, including inspectors and other School Leaders (see appendix 2).

#### **4.3.3 How often?**

We recommend that School Leader evaluation should be frequent and ongoing (Section 4.1.1). Some school systems have permanent, long-term School Leaders and others have fixed-term mandates. These different systems may have different ways of using evaluation.

Some countries have an initial evaluation for School Leaders that is used as part of the selection and recruitment system and even as part of the Initial Governing/Management Planning containing the goals to be achieved during and at the end of his/her governing period. In such contexts, the evaluation frequency may be defined on an annual basis or in a multi-annual cycle, emphasizing the different dimensions, functions and criteria that are subject to evaluation each year.

#### **4.3.4 Procedure: What and how?**

This Guide proposes that the main domains of School Leadership performance that should be evaluated include the following:

- a. Strategic vision and leadership
- b. Management (including human capital, financial and material resources etc)
- c. Pedagogical Leadership (including curricula, students’ results etc)
- d. Development and community relationship, school community etc
- e. School Leader training
- f. Promotion of internal and external evaluation

These domains can be divided into prefixed criteria and indicators related to each country’s legal regulations for School Leaders. The appendices of this Guide provide some examples of these criteria and indicators country by country.

Nevertheless, here you are the five Domains of School Leader evaluation along with some proposed criteria and indicators, partially based on the EU-funded LISA project which was led by Professors Petros Pashiardis and Stefan Brauckmann (Brauckmann & Pashiardis, 2011; Pashiardis, 2014):

<b>DOMAIN 1: INSTRUCTIONAL / PEDAGOGICAL LEADERSHIP</b>	
<b>Criteria 1: Building a learning mission and aligning teaching and learning activities with defined purposes</b>	
<b>Indicators</b>	1.1 School mission focused on teaching and learning. 1.2 Effective dissemination of the school goals and values within the school community. 1.3 Systematic joint work with and between the middle management.
<b>Criteria 2: Developing a climate of high expectation for teaching and learning</b>	
<b>Indicators</b>	2.1 Strong belief in the teaching profession and on the abilities of students to learn underpinning the school vision and mission. 2.2 Promote differentiation as a means to enhance students' individual skills and different learning styles. 2.3 Make the voice of teachers and students heard.
<b>Criteria 3: Engaging in monitoring and evaluation activities</b>	
<b>Indicators</b>	3.1 Development of school systematic self-/internal evaluation. 3.2 Engagement of the school community in self-evaluation. 3.3 Use of self-evaluation outcomes when planning and developing improvement actions.
<b>Criteria 4: Stimulating instructional innovation</b>	
<b>Indicators</b>	4.1 Support and value given to innovative approaches to increase student achievement. 4.2 Development of projects and partnerships leading to innovative solutions. 4.3 Engage the students in the design of innovative projects.
<b>DOMAIN 2: PARTICIPATIVE LEADERSHIP STYLE</b>	

<b>Criteria 1: School perspective's outlook based on the community agreements</b>	
<b>Indicators</b>	<p>1.1. Real school vision acceptable to all school community members.</p> <p>1.2. Mobilization of the school community for raising and implementing the school's goals and objectives.</p> <p>1.3. School performance improvement decisions are made having in mind the agreed common perspective, responsible self-assessment of school and general discussion.</p>
<b>Criteria 2: Ensuring cultural cooperation in educational institution in order to achieve education goals</b>	
<b>Indicators</b>	<p>2.1. School staff functioning together as a team towards a common goal.</p> <p>2.2. Stimulating conscious, purposeful collegial learning in different teams for the implementation of educational innovation.</p> <p>2.3. Promoting commitment, agreement and mutual trust.</p>
<b>Criteria 3: Promoting shared leadership and self-government</b>	
<b>Indicators</b>	<p>3.1. Encouraging all members of the community to show initiative, to assume responsibility for the initiatives, solutions and their implementation.</p> <p>3.2. Transparent and open school management representing the interests of all members of the community.</p> <p>3.3. Setting up decision-making systems when decisions are made paying attention to the future school aspirations as well as to the daily life of the institution.</p>
<b>DOMAIN 3: ENTREPRENEURIAL LEADERSHIP STYLE</b>	
<b>Criteria 1: Building cooperation and collaboration with parents improving the school performance</b>	
<b>Indicators</b>	<p>1.1. System of communicating educational information for parents meets the needs of parents and school.</p> <p>1.2. Parental participation as partners and becoming an integral part of the educational process from childhood to graduation.</p> <p>1.3. Teachers' and parents' cooperation in maintaining and promoting the student's progress, strengthening the student's mental and physical health and sociability.</p>



<b>Criteria 2: School openness to the world</b>	
<b>Indicators</b>	<p>2.1. Community members' interest in the changing environment and responding to changes.</p> <p>2.2. Seeking opportunities for social communication and support.</p> <p>2.3. Careful partnership perspective planning regularly assessing the benefits and costs.</p>
<b>Criteria 3: Entrepreneurial institution building and increasing funding sources according to the school context</b>	
<b>Indicators</b>	<p>3.1. Educational content development and a variety of forms.</p> <p>3.2. Assurance of service quality teaching different subjects at different levels and using different teaching/learning methods.</p> <p>3.3. Searching for additional state grants and funding sources and other resources.</p> <p>3.4. Community agreements and solutions for optimal allocation of human and material resources.</p>
<b>DOMAIN 4: STRUCTURING LEADERSHIP STYLE</b>	
<b>Criteria 1: Analysis of the needs and expectations of the different agents in the education community and in the context of the school</b>	
<b>Indicators</b>	<p>1.1. Encouraging and making available resources for collecting the needs and expectations of the stakeholders in the education community and the characteristics of the school environment: surveys, opinion forums, specific sessions with different sectors of the education community, suggestions box.</p> <p>1.2. Analysing those needs and expectations in order to design the vision and mission of the school: setting up teams for analysing and prioritising the information that has been obtained. Use of different techniques: SWOT/ DAFO, nominal groups.</p>
<b>Criteria 2: Defining medium term strategic guidelines through the management and school planning in correspondence with the previously detected needs</b>	
<b>Indicators</b>	<p>2.1. Defining strategic guidelines and promoting school projects, based on the needs and expectations of the stakeholders in the education community and the characteristics of the school.</p> <p>2.2. Ensuring that the annual planning and report are drawn up in keeping with the strategic</p>

	<p>guidelines and projects of the school: traceability among them.</p> <p>2.3. Providing a comprehensive view of the progress of the school in curricular and organizational aspects, as well as in their interrelation.</p>
<b>Criteria 3: Launching mechanisms to achieve a positive environment and harmonious relations at school</b>	
<b>Indicators</b>	<p>3.1. Preparation and development of Living Together/Coexistence Plan to achieve a school environment and culture based on positive relations.</p> <p>3.2. Prioritising educational and preventive actions rather than reactive and disciplinary procedures, developing school and classroom regulations, and when appropriate, adopting measures to correct the situation in accordance with the regulations in force.</p> <p>3.3. Dealing with conflicts constructively. Developing mediation, conciliation and reparation in resolving conflicts.</p>
<b>Criteria 4: Management team leadership, distribution of responsibilities among the entire school organisation and teachers' involvement and commitment</b>	
<b>Indicators</b>	<p>4.1. Leadership and coordination of all the activities at the school including assigning tasks and responsibilities .</p> <p>4.2. Encouraging the involvement and commitment of teachers.</p> <p>4.3. Maintaining communication channels to provide information and to encourage participation and reach agreements in decision taking.</p>
<b>DOMAIN 5: PERSONNEL DEVELOPMENT</b>	
<b>Criteria 1: Identifying areas for staff improvement</b>	
<b>Indicators</b>	<p>1.1 Ongoing diagnosis of school areas for improvement.</p> <p>1.2 Systematic diagnosis of staff training .</p> <p>1.3 Planning and development of training activities based on actual needs.</p>
<b>Criteria 2: Providing intellectual stimulation and individual support to the staff as well as appropriate models of best practice</b>	

<b>Indicators</b>	2.1 Relevant information passed through. 2.2 Participation of teachers in in-service training. 2.3 Staff access to relevant professional journals.
<b>Criteria 3: Promoting dissemination of appropriate models of best practice</b>	
<b>Indicators</b>	3.1 Organization of school discussions around pedagogical innovations and best practice. 3.2 Networking with other schools, in order to learn and share good practice.

#### **4.3.5 Evaluation results**

There are a number of different ways of expressing the result of an evaluation of a School Leader. In some systems, evaluation is expressed as a binary “*apt/not apt*” score, emphasizing the School Leader’s capacity to deal with aspects of the post. Other systems use a numeric scale that gives information about the level of performance. Sometimes, systems combine both methods by specifying threshold levels of ‘acceptable’ performance.

Systems also vary in how the results of School Leader evaluation are used (Section 4.1.1). In some systems, the results are used as part of a formative system of evaluation that is used for ongoing improvement whilst other systems use evaluation as a summative process to record performance after one or more school years.

This Guide recommends that we take into account the mainly formative purpose of the evaluation of School Leaders. Therefore, we propose that more attention should be given to the information that specifies the School Leader’s management strengths and improvement areas so that he/she can use the evaluation system as part of an ongoing development process to lead to school improvement.

#### **4.3.6 Practicalities**

The Project Team recognize that there are a number of practical considerations that must be recognized when developing an effective system of evaluation for School Leaders. These aspects include the following:

- a. Feasibility – the extent to which the evaluation process is easy to implement and administer.
- b. Utility – the balance between costs and benefits and the extent to which the evaluation system fulfils its purposes (Stuffelbeam and Nevo, 1994).
- c. Accuracy - the extent to which conclusions are drawn logically from the data.

## 5. META-EVALUATION

Meta-evaluation is important for ensuring that the specific goals of the evaluation are achieved; for ensuring that procedures are implemented correctly; and for ensuring the validity and reliability of the process (Pashiardis and Braukmann, 2008). Evaluation is a complex process that requires time and commitment in order to be useful and therefore it is difficult for the entire evaluation procedure to be assessed in detail because carrying out the evaluation process has to deal with two challenges, among others: lack of time and evaluators' subjectivity. Meta-evaluation can help to ensure the evaluation process is rigorous and fair for all stakeholders.

### 5.1 Definition

This is the evaluation of the entire evaluation process carried out with School Leaders. The performance of the evaluators, the tools used and the satisfaction of the people being evaluated will be considered in order to check whether the entire process achieves the aims that are being pursued. In particular, meta-evaluation will focus on whether evaluation of School Leaders helps to improve the performance of management teams and to what extent this leads to improvements in the results of teaching and learning processes.

### 5.2 Purpose

The purpose of meta-evaluation is to improve the assessment process and to ensure its consistency and reliability. So, on the one hand it should help to detect in what way the processes and tools for achieving the aims of this assessment process can be improved, and on the other, it ought to ensure that a fair and more objective final assessment occurs.

With regard to the process and tools, meta-evaluation will focus on whether the procedure has helped to improve the management competencies of the School Leaders being evaluated and has had an impact on improving schools. Approaches to meta-evaluation will vary according to local contexts but it may be helpful to gather information on the following aspects:

- a. The impact of the evaluation process on the work of the School Leader.
- b. The rigour of the reports issued by the evaluators, the importance of the proposals put forward and their impact on improving the school.
- c. The prevailing atmosphere during the assessment process.
- d. The effectiveness of the evaluators’ performance, including the interviews with School Leaders and the observations that are made.
- e. The level of participation of the people being assessed.
- f. The organization of the evaluators’ work, including whether the evaluator followed the correct procedures.
- g. The efficient use of resources and time.

In addition, it will be interesting to identify which aspects can be improved with regard to the tools that have been used:

- a. The validity of the documents that have been used (the descriptions of the different levels described for the assessment criteria that are used and whether they are relevant for all the School Leaders in different kinds of schools).
- b. The relevance and usefulness of the sources of evidence for the evaluation process.
- c. The clarity and usefulness of the self-assessment questionnaires that are given to the School Leaders and of the questionnaires for gathering opinions from other members of the education community.
- d. The sections in the report: whether they provide information on the implemented improvements and new proposals for improvements.

Finally, meta-evaluation should be useful for detecting the training needs of School Leaders and of the agents that carry out the assessment process.

### **5.3 The staff responsible for meta-evaluation**

In order to ensure that meta-evaluation leads to an improvement in the evaluation of School Leaders, the people carrying this out must be able to design or redesign the process itself. A committee

could be set up to review the evaluation process. This review should obtain evidence from a variety of stakeholders such as evaluators, School Leaders and others including experts on education or on evaluation processes, in order to have an external perspective on their own system.

#### **5.4 Means**

The committee entrusted with the meta-evaluation process should have access to the documentation produced in assessing all the School Leaders or to a sufficiently significant sample if there is a very large amount of this. It could use a variety of methods in order to gather evidence of the impact of the process.

This evidence should allow the committee to analyse the degree to which tools are used, the quality of the reports that have been prepared, and the results of the process. It could also monitor the quality of the proposals for improvements put forward by the evaluators and School Leaders in reports and school plans.

#### **5.5 Timing**

Meta-evaluation can take place throughout the entire process of the evaluation of School Leaders but it may be more manageable to plan for meta-evaluation to occur at specific points within each period of the evaluation process. This will make it possible to access information from a large number of schools whose processes have taken place at the same time.

### **6. TRAINING**

The Council of the European Union (2013) called for enhanced introductory training, early career support and continuous professional development of School Leaders in order to make the work of School Leaders more professional, more attractive and more effective. Continuing professional development and specific training for School Leaders helps them to develop the competencies that facilitate improvements

in the performance of their duties. The result of the School Leader’s evaluation may state that some of the dimensions, criteria or indicators above mentioned must be improved.

Suggested topics for a training programme for School Leaders:

<p><b>Regulatory framework that applies to schools</b></p> <ul style="list-style-type: none"> <li>• The development of this subject corresponds to each country’s/region’s regulations.</li> </ul>
<p><b>Management of institutional approaches</b></p> <ul style="list-style-type: none"> <li>• Tools for assessing, reflecting on and improving institutional and planning documents such us Annual Planning, Annual Report, School’s Mission, Vision and Values Project, etc.</li> <li>• Strategies for improving the school’s image, collaboration and its external promotion.</li> <li>• Good practices in conflict prevention and improving positive coexistence.</li> <li>• Implementing plans to improve academic results.</li> </ul>
<p><b>Efficient and effective management of school resources</b></p> <ul style="list-style-type: none"> <li>• Tools for quality management.</li> <li>• Making the most of Information and Communication Technologies at school, computer tools, networking, development of new teaching and learning models.</li> <li>• European education programmes for improving learning.</li> </ul>
<p><b>Key factors in effective leadership</b></p> <ul style="list-style-type: none"> <li>• Strategies for developing shared leadership.</li> <li>• European trends in educational leadership, collaboration and training platforms, good practices.</li> </ul>



- Tools for exercising leadership to improve learning and develop skills for innovation, motivation, entrepreneurship, coaching and guidance.
- Strategies to improve interpersonal communication and how groups are run, emotional skills, decision-taking, negotiation techniques, time management.

#### **Accountability and educational quality**

- Assessment of the teaching and learning process, including assessment of learning, teaching practice, etc.
- Quality management models and self-assessment of schools.
- Exercising autonomy, transparency and accountability.
- Managing change at schools, improvement plans, strategic planning of processes.

#### **Management project**

- Diagnostic analysis of the school.
- Areas of improvement.
- Project aims.
- Activity plans and their timing.
- School resources and organization to achieve aims.
- Project monitoring and assessment: achievement indicators.

In addition, it is important to train the evaluators because the evaluation of School Leaders is a complex and demanding role. This training should go beyond the rules and regulations of the evaluation process to focus on aspects such as observation of professional practice, how to collect and analyse data, and how to provide effective feedback and advice.

## 7. CONCLUDING STATEMENTS

- According to the European Commission, scientific community and inspectorate services, School Leadership is a key aspect for the improvement of education and for school development.
- Evaluation of School Leaders is a key aspect for the improvement and development of schools
- The evaluation of school management and school leadership is influenced by the performance of individual School Leaders.
- School Leader evaluation should be an example of objective evaluation. It is important to ensure a high level of objectivity in the evaluation process by setting clear criteria and by taking into account the perspectives of a range of stakeholders. School Leaders should be evaluated through transparent and objective standards based on unbiased sources of evidence that should emphasize the formative approach of the evaluation process. School Leader evaluation can be a model for other evaluation procedures applied to other members of the School Community.
- The evaluation of School Leaders should have the following features: transparency, objectivity, reliability, formative approach and meta-evaluation, among others.
- Even though any potential user of this Guide may have its own approach to School Leader evaluation, the formative approach is highlighted and should be its main goal.
- Each partner/country's good practices described in this section only apply to their legal regulations and cultural reality and so they might not apply to other contexts. Any reader of the Guide could adapt this Guide to his / her own educational system characteristics and legal regulations. This Guide offers an open approach and evaluation procedures may vary from country to country in the following aspects:

- who should be evaluated and by whom
  - the frequency of evaluation
  - evaluation procedures
  - how to present the results of the evaluation.
- In the appendices of the Guide there is a more detailed description of domains, criteria and indicators provided by the inspectorate services that took part in the Erasmus+ Project that drew up this document. As a conclusion, any stakeholder might know and adapt them to his /her own educational context
- Meta-evaluation of School Leader evaluation is important in order to monitor and improve the effectiveness of School Leader evaluation process. Processes of meta-evaluation will vary from country to country according to their contexts.

## 8. GLOSSARY:

<b>Annual School Plan</b>	<i>Planning tool for each school year.</i>
<b>Appraisal</b>	<i>Judgment on the performance of school-level professionals such as teachers and school leaders.</i>
<b>Assessment</b>	<i>Process whose aim is to make judgments on individuals' performance and achievement of goals.</i>
<b>Evaluation</b>	<i>Judgment on the effectiveness of schools, school systems and policies. This includes school inspections, school self-evaluations, evaluation of school boards, system evaluation and targeted programme evaluations.</i>
<b>Final assessment</b>	<i>Assessment provided at the end of a period to show whether a certain level has been achieved.</i>
<b>Formative assessment</b>	<i>Systematic continuous activity that aims to provide the information on a process required to adapt and improve it.</i>
<b>Head of Studies</b>	<i>Director of studies. A member of staff at an educational institution who has responsibility for overseeing the curriculum.</i>
<b>Public school</b>	<i>Privately founded school, in contrast to state schools, which are government-run.</i>
<b>School Board Team (SBT)</b>	<i>An elected body corporate which manages delegated powers in regards to the delivery of education services within a school or a defined group of schools.</i>
<b>School Leader</b>	<i>Head teacher, Principal.</i>
<b>School Management Team (SMT)</b>	<i>The school body that executes the decisions taken by SBT and ensures the smooth functioning of the school. The SMT is the main executive body and therefore, it shall be widely represented, takes collective decisions and promotes team work. In some countries, the Principal is the chairperson of SMT and it reports the progress of the school to SBT.</i>
<b>Secretary</b>	<i>In some countries, the Secretary is the Management Team member in charge of administrative and economic issues.</i>
<b>State school</b>	<i>Government run school.</i>
<b>Summative assessment</b>	<i>Assessment to measure the results of a process.</i>

## 9.- BIBLIOGRAPHY:

Barber, M. and Mourshed, M. (2007) *How the world's best-performing schools systems come out on top* New York: McKinsey & Company.

Biesta, G. (2009) Good education in an age of measurement: On the need to reconnect with the question of purpose in education *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), pp.33-46.

Botía, A. B. (2010). Liderazgo para el aprendizaje in *Organización y gestión educativa: Revista del Fórum Europeo de Administradores de la Educación* 18 (1), pp.15-20.

Brauckmann, S. and Pashiardis, P. (2011). A Validation Study of the Leadership Styles of a Holistic Leadership Theoretical Framework. *International Journal of Educational Management*, 25 (1), 11-32.

Brauckmann, S. and Pashiardis, P. (2016) *Practicing Successful and Effective School Leadership: European Perspectives* in Pashiardis, P. and Johansson, O. (Eds.) *Successful School Leadership: International Perspectives* (pp. 179-192) London: Bloomsbury.

Council of the European Union (2013) *Council conclusions on effective leadership in education* (Press release of the Education, Youth, Culture and Sport Council meeting, Brussels, 25-26 November 2013) [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/139715.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/139715.pdf)

Cranston, N. (2013) School Leaders Leading Professional Responsibility Not Accountability as the Key Focus in *Educational Management Administration Leadership* March 2013 vol. 41 no. 2 129-142 Published online before print February 1, 2013, doi: 10.1177/1741143212468348

European Commission (2012) *Supporting the Teaching Professions for Better Learning Outcomes* (Commission Staff Working Document) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2012:0374:FIN:EN:PDF>

European Commission/EACEA/Eurydice, (2013) *Key Data on Teachers and School Leaders in Europ (2013 Edition) Eurydice Report* Luxembourg: Publications Office of the European Union <http://eacea.ec.europa.eu/education/eurydice>

Hattie, J. (2003) Teachers Make a Difference, What is the research evidence? *Interpretations* 36 (2) pp.27-38 [http://research.acer.edu.au/research\\_conference\\_2003/4/](http://research.acer.edu.au/research_conference_2003/4/)

Janssens, F. J., and van Amelsvoort, G. H. (2008) School self-evaluations and school inspections in Europe: An exploratory study *Studies in educational evaluation*, 34(1), pp15-23.

Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. (2006) *Successful school leadership: What it is and how it influences pupil learning* London, UK: DfES [https://www.researchgate.net/publication/238717790\\_Successful\\_School\\_Leadership\\_What\\_It\\_Is\\_and\\_How\\_It\\_Influences\\_Pupil\\_Learning](https://www.researchgate.net/publication/238717790_Successful_School_Leadership_What_It_Is_and_How_It_Influences_Pupil_Learning)

Leithwood, K., Harris, A. and Hopkins, D. (2008) Seven strong claims about successful school leadership. *School leadership and management*, 28(1), pp27-42.

Marzano, R. J., Waters, T. and McNulty, B. A. (2005) *School leadership that works: From research to results* Alexandria, Va: ASCD.

Organisation for Economic Co-operation and Development (OECD) (2013) *Synergies for better learning: An international perspective on evaluation and assessment* Paris: OECD Publishing  
[https://www.oecd.org/edu/school/Synergies%20for%20Better%20Learning\\_Summary.pdf](https://www.oecd.org/edu/school/Synergies%20for%20Better%20Learning_Summary.pdf)

Pashiardis P. (2001). Secondary Principals in Cyprus: The Views of the Principal Versus the Views of the Teachers-A Case Study. *International Studies in Educational Administration*, 29 (3), 11-27.

Pashiardis, P. and Brauckmann, S. (2008). Evaluation of School Principals. In G. Crow, J. Lumby, & P. Pashiardis (Eds.) *International handbook on the preparation and development of school leaders* (pp. 263-279). New York: Routledge.

Pashiardis, P. (2014) (Ed.). *Modeling School Leadership Across Europe: In Search of New Frontiers*. Dordrecht, Heidelberg, New York, London: Springer.

Pereyra, M. A., Faraco, J. C. G., Luzón, A. and Torres, M. (2009) Social Change and Configurations of Rhetoric: Schooling and Social Exclusion–Inclusion in Educational Reform in Contemporary Spain in *International Handbook of Comparative Education* (pp. 217-238) Springer Netherlands.

Roth, F. and Thum, A. E. (2010) *The Key Role of Education in the Europe 2020 Strategy*. CEPS Working Document, (338)  
<https://www.ceps.eu/system/files/book/2010/10/WD338%20Roth%20and%20Thum%20on%20Education.pdf>

Schleicher, A. (2012) *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world* Paris: OECD Publishing.

Stufflebeam, D. L. and Nevo, D. (1994) *Educational personnel evaluation* in *The international encyclopedia of education*, (2nd ed.) Oxford: Pergamon.

Sun, H., Creemers, B. P. and De Jong, R. (2007) Contextual factors and effective school improvement *School effectiveness and school improvement*, 18 (1), 00.93-122.

Tucker, P. D. and Stronge, J. H. (2005) *Linking teacher evaluation and student learning* Alexandria, Va: ASCD.

Wilson, D. and Ortega, J. (2013) “*Learning that matters*” A Review of the Research on The Qualities of School Leadership Behaviors that Support Student Learning. Harvard Graduate School of Education  
<http://pz.harvard.edu/sites/default/files/WILSON%20%26%20ORTEGA%20Leading%20Learning%20That%20Matters%20WEB%20VERSION.pdf>

# 10- APPENDICES

## APPENDIX 1 : Features of good practice in the evaluation of School Leaders

### 1. KAUNAS (LITHUANIA)

1. School leaders are evaluated by Education Management Experts (hereinafter - Experts) - individuals who have completed education courses and training and have a certificate of education consultant (education management expert). Senior specialists of the Education Department, school principals or deputy (the latter evaluates the deputies) can become experts. The collaborative team of Experts advise school heads of state education policy, curriculum implementation, the organization of the educational process and school management, development and other issues, and evaluate their activities in mentioned aspects. They determine whether the heads' managerial competence and practical activities are in compliance (meet) with the pursued qualification category criteria.
  - i. To determine the conformity of the third qualification category if no more than 2 heads are assessed, a group of ~~3~~ 2 experts is formed, including one expert - certified leader.
  - ii. to determine the conformity of the second qualification category if no more than 2 heads are assessed, a group of ~~2~~ 3 experts is formed, including at least one expert - certified leader.
  - iii. to determine the conformity of the first qualification category if no more than 2 heads are assessed, a group of 4 experts is formed, including at least one expert - Certified leader with at least a first qualification category. One expert group to offer the Ministry of Education.
2. One of the members of the group of experts is appointed to be the head of the group.
3. All Education Department specialists are assigned to curate a number of schools. During the assessment, the Expert from Education Department consults with the tutor of evaluated school and communicates the information on any recommendations developed by the team of evaluators how to improve school leaders' management activities.

### 2. ENGLAND



- a. All teachers, school and school leaders are evaluated on a frequent and regular basis.
- b. All judgements and processes of inspection are public and are easy to locate.
- c. OFSTED claim the system has raised the quality of teaching and learning in schools and that the inspection system has led to improvements in the way schools are run and managed.

### **3. PRAHOVA (ROMANIA)**

- a. The fact that it is conducted attending to multiple sources, so in a crossed way through general inspections, external evaluation and yearly evaluations. There are some different types of Inspectorates taking part in the process.
- b. The evaluation is a transparent process in which the School Leaders are informed in advance about the aims and performance indicators and covers a wide range of areas and responsibilities, due to the high level of de-centralization of educational system.
- c. The evaluation is a formative one, meant to give assistance to the School Leader in the improvement of their activity.

### **4. PORTUGAL**

- a. Underperforming leadership and management is recorded and the aspects that must be improved are highlighted. Two months after having received the report, the school is expected to present an improvement plan, meeting the improvement areas highlighted. When the overall performance is rated with the levels ‘Fair’ and ‘Unsatisfactory’, during one year a team of inspectors will monitor the implementation of selected areas of the improvement plan, which is made public on the school website.
- b. The evaluation of leadership and management is not isolated from the evaluation of the two other domains – school results (the academic results take into account variables of context) and educational provision. The school self-evaluation and the data collected beforehand from a selection of school documents and data on results will support a set of questions that will be asked to a wide range of stakeholders – pupils, staff, parents, non-teaching staff and school managers (middle and top management). The final judgment is underpinned by the analysis of the collected information.

## 5. BASQUE COUNTRY (SPAIN)

- a. A periodical revision of the School Leader’s Initial Management Planning during the 4 year evaluation cycle. In such a way the implementation of the School Leader’s Initial Management Plan is supervised and the School Leader is given advice so that the foreseen goals and actions are put into practice. In order to do so, a document for the comparison of the School Leader Initial Management Plan’s objectives and the Annual School Plan’s goals is provided to the School Leader. Both Plans’ objectives are clearly defined along the 4 year evaluation cycle in this plain document.
- b. Helping foster the School Leader’s own reflection about his/her performance (as an essential aspect in the School Leader’s performance improvement process) by receiving information from different and varied sources.
- c. An Annual Report, sent to the School Leader, where his/her performance’s strengths and improvement areas are defined. That information has been previously shared with the School Leader and the proposals are expected to be fulfilled during the next school year or the following ones. This is the evaluation stage when the school inspectorate’s influence on the School Leader’s competence may be the most visible (if good quality improvement proposals are made and they are put into practice).

## 6. NETHERLANDS

### 6.1 Introduction

Although the Netherlands are not a member of this project, the Scientific Committee felt that a good example of the use of self-evaluation is presented by Janssens and van Amelsvoort (2008).

Inspectorate services in Netherlands have put into practice an evaluation system that highlights mainly the School Self Evaluation (SSE). This assessment system has two main characteristics:

Firstly, the frequency and form of school inspections are based on the quality of the school and the risks of a decline in quality. This means that poorly performing schools or schools that can be expected to suffer from a serious decline in quality are inspected sooner and more often than the schools that perform better.

Secondly, the extent of the actual school inspection is based on data reported in a school's self-evaluation. This means that the inspectorate should not re-investigate aspects of the quality of education that have already been evaluated properly by the school itself.

The advantages of this approach would be:

- it recognizes the professionalism of teachers.
- it encourages autonomy of schools.
- it encourages improvement in education that is 'bottom up' rather than 'top-down'.

## **6.2 School Self-evaluation purpose: improvement and accountability**

The main purpose of SSE is that it is clearly seen as a function or aspect of school improvement: SSE means assessing quality, as well as judging and valuing learning, teaching and performance. Hence, SSE should always yield more than information alone. It should also yield evaluative (judgmental) information. The main responsibility of internal evaluation is the identification of means to improve quality. External evaluation is meant to monitor the quality of performance and ensure that improvements are indeed introduced.

It is widely accepted that, for the schools, the primary function of SSE is to focus on improvement. Dutch SSE is regarded as a tool to facilitate school improvement. Besides, SSE also has an accountability function, so to say: a dynamic balance between responsibility for accountability and improvement, external and internal pressures for change and the support and challenge provided to schools.

## **6.3 Risks of SSE**

One of the risks of SSE is that if it is centred on descriptive information rather than judgmental, the connection between goals and measurement could be rather weak.

## 6.4 Commentary

The role of School Evaluation (including evaluation of School Leaders) may be different in the various European countries, giving more importance either to improvement or to accountability, according to their political, historical and organizational context. In this Guide we agree that improvement, of School Leadership and of the school itself, should be the main concern for any evaluation process.

When combining the characteristics of national evaluation contexts with the current position SSE occupies in inspection systems, we conclude that the position of the SSE is stronger in countries where more accountability demands are imposed on the SSE. The first group of countries that have taken part in this exploratory study consists of England, the Netherlands, Northern Ireland and Scotland. In these countries the national evaluation context is equally supportive of accountability-oriented and improvement-oriented SSEs.

6.4.1 Inspection of SSE: the same performance indicators for all the schools, or a tailor-made framework for each school?

An open inspection framework that leaves space for the schools’ own priorities and audit trails seems to be a way to combine the advantages and disadvantages of using the inspection framework for SSE purposes. A mixture of a strong position for the SSE in the inspection system, an open inspection framework, and considerable support for schools in steering towards improvement is the most promising combination for bringing about an effective SSE.

6.4.2 School Leaders’ Evaluation (Management evaluation) is a part of School (general) Evaluation:

In the Netherlands, two new forms of accountability can be distinguished: (1) horizontal accountability, in which schools should provide their community and

stakeholders with insight into their processes, choices and results, and (2) vertical accountability, in which schools are supposed to provide their boards of supervision with insight into the adequacy of their management, policy and steering.



## APPENDIX 2: PARTNER COUNTRIES CASE STUDIES

The experiences of the countries and regions that are taking part in the project are presented below as examples of evaluation experiences. It can be seen that in certain cases the process focuses on School Leader assessment, while in others it forms part of a broader process, such as the evaluation of schools.

The following topics will be taken into account in each case study:

1. Context of School Leader evaluation.
2. School Leader evaluation purpose.
3. School Leader evaluation objectives.
4. Evaluation procedures.
5. Examples of good practice

### FIRST CASE STUDY: PORTUGAL

#### ASSESSMENT OF SCHOOL DIRECTORS

##### Summary

The assessment of the performance of school Directors focuses on headship assignments, and combines internal with external assessment. The internal assessment is undertaken by the School Board while the external one takes into account the external evaluation of the school undertaken by the Inspectorate of Education and Science.

The assessment of Directors is framed by two broad parameters: his/her commitments and the management skills. The former comprise a ‘mission letter’, defined at the beginning of the Director’s mandate, in which the main commitments expected to be met in that timeframe are explained in a clear and objective way. They have to do with the outcomes of the school development plan and of the annual plan of activities, as well as the management of human, financial and material resources. The latter have to do with the competences shown as Director, namely in management, leadership and strategic vision.

The Director to be assessed writes a concise self-evaluation report, where he/she reflects upon the outcomes of his/her leadership in terms of effectiveness, efficiency and quality, benchmarked against the commitments stated in the mission letter. This report will be the main internal assessment target. The external assessment aims at differentiating the several professional competences, and includes elements that are independent from the context. The evaluative judgments take into account the individual judgments and the result of the external evaluation of schools, led by the Inspectorate of Education and Science.

### **The Director**

The Director is responsible for the administration and management of single schools and clusters of schools in the pedagogic, cultural and administrative areas. The Director's team comprises a Deputy and usually three assistant teachers, depending on the size and curricular offers of the school.

The Director is elected by the School Board. Applicants to the post of Director must:

- a) Be a career teacher in the public system or a certified teacher from the private one;
- b) To have a minimum of five years of teaching experience;
- c) To be qualified teacher for a role in school administration and management

To be qualified for a management and administration position, the teachers must:

- a) Have specialized training degree (post-graduation, masters or doctoral degree) on school or educational administration, awarded by a Higher Education Institution.
- b) To have previous experience as Director, Deputy Director or assistant teacher, lasting a mandate.
- c) To have previous experience as Director or pedagogic Director at a private school.
- d) To have a relevant curriculum in the fields of school management and administration.

Application of candidates in the above-situations b) c) and d) will be considered if there are not enough applicants meeting the requirements of a).

For the selection of applications the following points are considered:

- a) Analysis of the CV of each applicant.

- b) Analysis of applicant’s action project, comprising the diagnosis of the main problems and setting targets to achieve, outlining some guidance for the actions to take.
- c) The results of an individual interview with the candidate.

The Deputy Director and the assessor are chosen among the permanent staff teachers with five year work-experience, at least, and he/she is appointed by the Director. The mandate of the Director lasts 4 years. Directors cannot be chosen for a 5th consecutive mandate.

### **Mission letter**

Until 90 days after the beginning of the mandate, the Director prepares a mission letter, validated by the signature of the chair of the School Board. The mission letter must state the Director commitments (from 5 to 7) to be achieved during his/her mandate, in a measurable way and a timeline.

The commitments must be aligned with the school development plan and the annual plan of activities, and take into consideration the human, financial and material resources.

### **Assessment of Directors**

The assessment of the Directors’ performance is done at the end of a career step. In addition to the Director’s self-evaluation, it has two components: one internal and the other external.

### **Self-evaluation**

When the assessment cycle is going to finish, the Director delivers to the School Board a self-evaluation report, with a maximum of 6 pages. Such report consists of a document with a reflection upon the evolution since he/she took the headship position, taking into consideration the results in terms of effectiveness, efficiency and quality compared against those stated in the letter of mission.

### **Internal assessment**

The internal assessment is undertaken by the School Board. It focuses on the following parameters:

- a) «Commitments», based on measurable indicators of effectiveness, efficiency and quality.
- b) «Competencies» of leadership, strategic vision, management, external representation shown;
- c) «In-service training» - attended inset with success or post-graduation courses.



The internal assessment criteria are set by the School Board. The criteria are publicly disclosed until 60 days after the mandate began. The internal assessment focuses on the achievement of each commitment of the Director, as well as the use of the competences, using a ten-point scale. The following domains are considered for the final assessment: commitments - 50%, competences – 30%, and inset training – 30%.

### **The external assessment**

The external assessment of Directors takes into account the last external evaluation undertaken by the Inspectorate-General of Education and Science. The external component of the Directors assessment is the mean of the assessment of each dimension of the external evaluation of schools, as shown in Annex III. The correspondence of the EES scale and the decimal rating is the following;

- Excellent: 10 points
- Very good: 8,9 points
- Good: 7,5 points
- Fair: 5 points
- Insufficient: 4 points

### **Final Mark**

Taking into account the circumstances, the School Board is responsible for the final marking proposal using a scale from 1 to 10 points, corresponding to the weighted arithmetic mean of each evaluated component:

- a) 60 % for the external assessment;
- b) 40% for the external assessment.

The School Boards of each school send their own assessment of the Director to the coordinating board of assessment, which has competences do validate and harmonize the marking proposals for all Directors in a School Year.

The members of the coordinating board of the assessment of Directors are the following:

- a) The Director-General of School Administration, who chairs this Board;

- b) The Chief Inspector of Education and Science;
- c) The Regional Director of Education, from the School region,

The quantitative marking is then changed into qualitative grades:

- a) Excellent if the mark is at the percentile 95<sup>th</sup> and the mark no less than 9;
- b) Very Good if the mark is at the percentile 75<sup>th</sup> and the mark no less than 8;
- c) Good if the mark was above 6,5;
- d) Fair if the mark was between 5 and 6,5;
- e) Insufficient if the mark was below 5.

For the calculation of percentiles it is taken into account all the final assessment marks of the Directors within a school year. The final mark is calculated based on the model in Appendix 4 (below).

### **Assessment effects**

The assessment of Directors has the same effects in the career progression it has for the other teachers:

- 1- an Excellent grade enables a one-year faster progression in the career.
- 2 – a Very Good grade enables a 6-month faster progression in the career.
- 3 – a Fair grade implies that the progression in the career will take place under normal circumstances, but only if the Director attends a one-year training, as proposed by the evaluators.
- 4 – an Insufficient grade implies that the time spent on that step of the career scale will not count for progression; and that the Director will attend a one-year course, proposed by the evaluators, which will include observed lessons.

## Annex I (Portugal):

### Mission letter

Name of the Director \_\_\_\_\_ Career step \_\_\_\_\_

School \_\_\_\_\_ Recruitment subject code

Evaluated period: from \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ to \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Mission:

Commitments	Content
1.	
2.	
3.	
4.	

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Director:

Chair of the School Board

\_\_\_\_\_

## Annex 2 (Portugal):

### Internal Assessment Form

Name of the Director \_\_\_\_\_ Career step \_\_\_\_\_

School \_\_\_\_\_ Code of recruitment subject

Evaluated period: from \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ to \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Parameters	Content	Mark	Final weight
Commitments			
			50%
Competences			
			30%
In service training			
			20%
Internal assessment mark			

## Annex 3 (Portugal)

External assessment form:

Dimension	Mark
Results	
Educational Provision	
Leadership and management	
External assessment mark	

## Annex 4 (Portugal)

Final Assessment Form:

Type of Assessment	Mark	Weight	Final Mark	Grade
Internal Assessment		60%		
External Assessment		40%		

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Director: \_\_\_\_\_

Chair of the School Board: \_\_\_\_\_

## **Section I. External evaluation of schools**

### **1. Purpose of external evaluation and responsible bodies**

The responsibility for external evaluation is shared between the National Agency for School Evaluation (NASE) (an institution under the jurisdiction of the Ministry of Education and Science (MES)), and the school proprietor. The proprietor is usually either the municipality or central government (except in private schools).

The proprietor initiates and plans the external evaluation of their schools, provides them with assistance before and after evaluation, and monitors their performance following evaluation. NASE carries out the selection, training and certification of external evaluators; organises and coordinates evaluations; sets the timetable; puts together the evaluation teams, monitors school progress and the support given; and provides data on school performance.

The external evaluation of a school is conducted by teams of external evaluators. The stated goal of external evaluation is to promote school improvement by encouraging a culture of (self-) development and to raise achievement levels.

### **2. Evaluators**

External evaluators must possess a higher education degree, be qualified as a pedagogue, have three or more years' experience in teaching and/or management experience in the education system, and be digitally literate. In addition, external evaluators must have knowledge of education legislation, be able to analyse information, and have other generic skills such as the ability to work well in teams.

The right to carry-out evaluations is only granted to evaluators after they have successfully completed a special training course and been awarded the external evaluator qualification. There are three levels of qualification: evaluator, mentoring evaluator and leading evaluator. The qualification must be renewed every three years. Candidates taking this qualification for the first time must complete 80 hours' theoretical training and 45 hours' practical training. Evaluators renewing their qualification must have participated in at least six evaluations and have undertaken at least 90 hours' training.

### **3. Evaluation framework**

External evaluations are conducted using the Indicators of Comprehensive School Evaluation, part of The Procedure for the External Evaluation of Performance Quality in General Education Schools. The framework, valid for all schools, is made up of 67 performance indicators grouped in 22 topics covering five areas: school culture, teaching and learning, student achievement, support for students, and school management. The list of indicators incorporates descriptors. School performance is judged using a five-level scale: Level 4 (very good), Level 3 (good), Level 2 (fair), Level 1 (poor), and Level N (very poor). The description of these evaluation levels is available at the website of NASE.

### **4. Procedures**

Schools are evaluated every seven years. If results show that school performance is poor and progress is insignificant, evaluations are carried out more frequently. More frequent evaluations can be initiated by the school itself or its proprietor. As a preliminary step, NASE collects school performance data, such as information about student achievements and school resources (human and material), which is passed to evaluators. In addition, the school being evaluated must provide evaluators with the following information: a weekly lesson plan and activity schedule; information about internal evaluations; the school's strategic plan; its education plan; activity programmes; and reports on student progress. Evaluators must take into account the political, socio-economic, cultural, technological and pedagogical context of the school.

Before the evaluation, a leading evaluator meets with representatives of the school community, such as the school head, staff, students, and parents. Other stakeholders, such as representatives of the school proprietor and teachers' union may also participate. These one-day meetings or interviews are intended to find out how the school evaluates itself, how it is evaluated by others, and how the external evaluation should be organised.

Following these preliminary steps, the team of evaluators conducts a three to five-day visit. The main focus is on observation of lessons and analysis of school processes. Evaluators use a structured form to focus the observations. Each teacher's activities (lessons or other activities) are observed. A draft report is then made available to the head of the school, who presents it to the community of teachers for comments; these are taken into account in the drafting of the final report. The follow-up to the external



evaluation is made by the proprietor of the school and NASE, especially when the results show poor performance. External evaluators are not involved in this process.

## **5. Outcomes of external evaluation**

The external evaluation report indicates the strengths and weaknesses of the school and provides a set of recommendations for improving performance. Once the evaluation report is finalised, the school head, together with teaching staff, must draw-up an improvement plan and inform the school proprietor. Training sessions are organised by the school itself depending on its needs, although the proprietor can also provide training or other additional support.

## **6. Reporting of external evaluation findings**

NASE sends the evaluation report to the school proprietor and to the school itself.

The school head must give a presentation of the findings to other staff, parents and students. The main evaluation findings (strengths and weaknesses) for all schools are made available on NASE website and included in the Education Management Information System (EMIS). A school can make the complete report available to the public if it wishes to do so.

NASE presents an annual report on the external evaluation of schools to MES. This report is publicly available. External evaluation reports contain information on academic achievements as well as student progress and other student achievements in school. In addition, NASE collects information about best practices in schools, and distributes this information in cooperation with the heads and teachers of these schools.

## **Section II. Internal evaluation of schools**

### **1. Status and purpose**

The Law on Education indicates that, alongside other measures used to improve the quality of education, internal school evaluations must be carried out. The school council chooses which areas to evaluate as well as the approaches and methods to follow. It is recommended that internal evaluations are conducted according to the model produced by NASE and approved by MES. According to the model, internal evaluation has several purposes, such as helping school heads to monitor the provision of

education, supporting schools in becoming self-improving organisations, and finding examples of good practice.

The objectives of internal evaluation are to:

- plan for school improvement.
- strengthen a sense of identity and responsibility for school improvement among members of the school community.
- provide the school community with reliable and comprehensive information about the school's performance.
- improve teaching skills.
- encourage individuals to reflect on their own role.
- spread models of good practice.

Internal evaluation is a planned process, but there are no specific recommendations or requirements on how long it should last or how often it is carried out; schools are free to decide this for themselves. The outcomes of internal evaluation are a key aspect of external evaluation.

## **2. Parties involved**

It is recommended that the entire school community participates in internal evaluation, including the school head and other staff as well as students and parents.

## **3. Evaluation tools and support**

The framework used for external evaluation may also be used for internal evaluation. NASE provides the online platform 'IQES online Lietuva' to support the improvement of both internal evaluations and lessons. The platform gives access to professionally-designed internal evaluation instruments which can be customised, as well as advice on methodology and more general information. A publication containing instruments for the evaluation of any type of school performance, in any area, and any school context is also available.

NASE has also prepared additional support materials on issues relating to planning and improving school performance, such as publications, videos of lessons (series called Success Stories), and videos which illustrate how good school management can have a positive impact on the improvement process.

#### **4. Use made of internal evaluation results**

The Law on Education indicates that the school council shall analyse internal evaluation results and take decisions regarding the improvement of school activities. Internal evaluation is only effective if the results are used to inform management decisions, improve education provision and help teachers further develop their skills. The external evaluation focuses on how the school uses internal and external evaluation findings for strategic planning and improvement of the school's performance. Although the data collected during internal evaluation is confidential, the school can choose to share this information with third parties.

### **Section III. Evaluation of school leaders**

School heads are expected to have the necessary skills to manage an educational institution. Their performance is evaluated according to the requirements of MES. School heads are evaluated by a committee made up of the school proprietor's representatives and other school heads, who are the certified experts.

The school leader (in most cases school leader team) who wishes to gain one of three professional qualification categories provides self-evaluation of his/her activities according to 12 criteria. During the process of evaluation the leaders introduce their activities to the school community. The commission of 2-3 experts of management evaluate the activity of the leader and suggests the Certification Commission to award or not with desired category. If the leader does not seek to be awarded with the higher qualification category he/ she shall be evaluated according to 4 obligatory criteria. School leaders are evaluated every five years.

### **Section IV. Examples of good practices/ strengths of SL evaluation**

1. Each applicant who intends to participate in the tender to take the position of the head of an educational institution shall be evaluated in accordance with the methodology of the evaluation prepared by the NASE.

Goals:

- Objectively evaluate the competency and the potential necessary for the school leader of the individuals involved in the evaluation.
- Provide the necessary data for the selection of the most suitable candidates in the tender to take the position of the head of an educational institution.
- Provide the professional assistance the candidates who seek to develop the competences necessary for taking the position of the head of an educational institution.
- Compile the information on the general level of competencies of the heads of the Lithuanian educational institutions and envisage the training steps and other measures.

The candidates shall be provided with written form of evaluation and recommendations for improvement.

The methodology of evaluation enables to determine objectively enough whether the candidate has the necessary qualities for the work of the head: ability to analyse and think critically, to communicate, to solve problems, set priorities and be organized, work in a team, to resist stress, to take a role the leader, and has a desire to change (Asta).

2. The determination of the qualification of the head category by shadowing during the school visit:

During the week of evaluation the school is visited by the team of three evaluators, prepared in accordance with the training programme drawn up by the NASE which practically analyses the compliance of the activity evaluation prepared by the head: monitors each activity planned by the head, analyses the documents to be compiled, and participates in discussions and other activities. The feedback is given on the activities of each day, specific and meaningful insights are given, and the guidelines of improvement are also provided. This approach is significant for realistic evaluation of the leader qualification, encourages leadership and constant self-assessment.

3. The leadership competency training programme for the heads of educational institutions and applicants to take the position of the head of an educational institution. Benefits:

- a. Continuity. Training starts with the two-day meeting of participants, and the concrete needs of the participants are defined. Then the participants individually or in small groups take the three-month “Leadership challenges”, specific activities at their institutions. On the last day of training all the participants present the results of their activities, discuss the improvement, and share some good practices.
- b. Facilitation. The school leaders do not give lectures, but act as the mediators. They organize meetings in such a way that the participants are enabled to find out their essential needs and learn from each other.

### THIRD CASE STUDY: PRAHOVA COUNTY (ROMANIA)

#### Context of SL Evaluation

Our schools are the universe of knowledge, the universe with multiple solar systems in which the sun is the student around which professors and directors gravitate.

Society will prosper provided it encourages education, and builds people in the spirit of respecting and abiding to basic human rights up to the highest common societal values. In the European context, the last 10 years in Romania were marked by a changing legislation regarding the education sector. The emphasis of this legislative change was on ensuring and improving the quality of education. This is achieved through following a couple of steps supported by numerous evaluations, reports and improvement plans.

Applying quality management principles to educational institutions is the main enabler for successfully following the mission of these institutions. This is done through the constant evaluation of educational institutions as well as that of their directors.

#### School Leader Evaluation purpose in Romania

In Romania, the evaluation of educational institutions occurs both internally and externally. The external assessment is performed by the Ministry of Education, by the Romanian Agency for Quality Assurance in Education (mainly for the authorisation, accreditation and re accreditation of the educational institutions) and by the County School Inspectorate. The internal assessment in each educational institution is conducted by its respective leadership.

The County School Inspectorate evaluates its educational institutions through inspections. There are three fundamental types of inspection of pre-university schooling institutions:

1. General School Inspection – which represents an activity of general evaluation of the relative performance of different categories of educational institutions, through explicit benchmarking with the intended national educational policies, as well as their own stated purposes or their own internal standards

2. Thematic Inspection – which has several dimensions. These are:
  - a. legislation reinforcement;
  - b. inspecting the quality of the management of pre-university educational institutions;
  - c. inspecting the student orientation and professional development frameworks;
  - d. inspecting the new school year preparation process
3. Subject Inspection – represents the activity of evaluating the professional competencies and activities of teaching staff at the discipline level or at the level of the different teaching activities which teaching staff undertake.

School leaders are evaluated within the frameworks of the abovementioned inspection types when they are scheduled by the school inspectorate. However, as far as their entire managerial activity is concerned throughout a particular year, directors are assessed based on criteria and performance indicators (scores out of 100 points) and an annual grade depending on the score achieved.

### **School Leader Evaluation Objectives**

The quality improvement of the educational process is achieved through the assessment of educational institutions as well as their school leaders , reaching the educational standards, the development of school leaders’ managerial competencies, and through the development of the professional competencies of educational institutions staff which will result in an increase in student and parent satisfaction towards the education processes and facilities offered by educational institutions.

### **Evaluation procedures: by whom, when and how evaluation is carried out**

The annual evaluation of directors is being done by the Administration Council of the School Inspectorate based on the analysis of the Activity Report and the assessment documents that each director sends to the institutional management department within the inspectorate.

### **School Leader Evaluation Procedure**

1. Informing head teachers on the steps established through the evaluation methodology of head teachers and deputy teachers;
2. Making the self-evaluation by head teachers and deputy teachers according to the self-evaluation sheets;
3. Handing in the self-evaluation sheets and the report on the managerial activity to the inspectors of institutional management;
4. Doing the evaluation of managers by the inspectors of institutional management; drawing and filling in the table with the proposed marks; the deputy managers receive the score from the school unit and the (self)-evaluation sheets are then handed-in at the Inspectorate of Prahova County in order to get the necessary score according with the current methodology.
5. Handing in the evaluation files that contain:
  - a. The self-evaluation sheet of each head teacher/deputy teacher (the ratings given to deputy teachers are filled in the evaluation sheet by the head teacher of the school) is approved by the inspector of institutional management , the deputy school inspector and the head school inspector
  - b. The evaluation report of the head teacher (according to the attached model)
6. The summary table with the proposed score is presented to the deputy school inspector for institutional management and to the head school inspector



7. Discussing the score and giving the ratings in the Board of Directors of the Inspectorate of Prahova County
8. Taking the evaluation sheets from the inspectors of institutional management

The term of handing in the possible contestations at the National Ministry of Education is of five working days from the date of receiving the decision of the school inspectorate, of giving the final evaluation score.

The evaluation score sheet is structured on 4 main areas: Curriculum, Human Resources, Financial and Material Resources, Development and Community Relations. The director's responsibilities in each area are: devising the strategy, leading operational efforts, policy reinforcement, the motivation, engagement and the professional and personal development of staff, working group development, negotiating and solving conflicts. For each function there are several performance indicators. Performance in each of the indicators result in grades which are defined on the following scale: very good (86 – 100 points), good (71-85 points), satisfactory (61–70 points), unsatisfactory (less than 61 points)

### **Examples of good practice**

The School Inspectorate of the Prahova County was the beneficiary and partner of two POSDRU projects “Quality Management in Educational Institutions” and “E-Autoquality in Educational Institutions from the South-East and Southern Muntenia”. These projects were financed through European funds and were targeted at the improvement of the quality process management of pre-university educational institutions. This is achieved through the development of competencies of the personnel involved in: i) the elaboration and evaluation of the institutions' planning documents; ii) capacity growth of the school inspectorate, of the educational institution and of professional education suppliers and iii) the assessment of systems and procedures which are meant to foster an organizational culture based on continuous improvement within pre-university educational institutions.

One strong point of the School Leader evaluation in Romania lies in the fact that it is conducted in a crossed way through general inspections, external evaluation and yearly evaluations. The evaluation is a transparent process in which the School Leaders are informed in advance about the aims and performance indicators and covers a wide range of areas and responsibilities, due to the high level of de-

centralization of educational system. The evaluation is a formative one, meant to give assistance to the School Leader in the improvement of their activity.

School Leader evaluation has always been an important but also delicate topic which was tackled at both the ministry and school inspectorate level. The correct evaluation of the professionals involved in the educational process and who have managerial duties helps in amplifying strengths, in diminishing weaknesses and risks and in seizing the right opportunities. Self-evaluation and evaluation means improvement, progress, development and of course high quality education.

## **ANNEX 1: (SELF) EVALUATION SHEET (THE SCHOOL INSPECTORATE OF PRAHOVA COUNTY)**

**SCHOOL LEADER.** NAME AND SURNAME: \_\_\_\_\_ SCHOOL: : \_\_\_\_\_ WRITING  
DISPOSITION: : \_\_\_\_\_ MANAGERIAL CONTRACT: : \_\_\_\_\_ SCHOOL YEAR: : \_\_\_\_\_

### **1. CURRICULA (30 Points ):**

NO	FUNCTIONS	PERFORMANCE INDICATORS	MARKS		
			MAX	SELF EVAL.	MARKS GIVEN
1	Projecting/ Planning	-The correlation of the objectives established at the level of the national educational system and the regional educational system with the objectives specific for the school.  -The elaboration of the school curriculum project regarding the application of the national curriculum and the regional development  -The elaboration of the project of extracurricular activity and school contests	5		
2	Organizing	The obtaining of the official curricular documents, of school textbooks, curricular auxiliaries ( exercise books, posters, maps), books for the school library and the auxiliary equipment.	5		
3	Operational leadership	-Putting into practice of the approved curricular documents (the national curriculum) and the curricular developments from the regional level  -The structuring of the school schedule specific for the school needs.  -The monitoring of the educational offer of the school in accordance with the monitoring and the assessing criteria and/or the performance criteria established through the curriculum project or through the development projects resulting from various forms of inspection.  -The supervising of extracurricular activities and school contests	5		
4	Control and assessment	-The evaluation of the educational offer and the educational performance based on the performance indicators established through the curriculum project or through the development projects resulting from various forms of inspection.  -The elaboration of the proposals regarding the modification of the	5		

		national curriculum and of the regional and local development -The preparation and the organization of the national exams at the end of secondary school and of high school -The elaboration of the themed documents and reports requested by the regional school inspectorate, the ministry of education and the local authorities -The elaboration of legal documents regarding the national curriculum -The filing and keeping of official school documents			
5	Motivation	-Ensuring the motivational aspect and the substantiation of the local curriculum development based on the experience of the children/young people and the specific features of the community.	2		
6	Involvement / participation	-The encouraging, registering and informing the higher authorities on the local curricular development and proposals for the improving of the national curriculum coming from the teaching staff	2		
7	Personal and professional development	-Ensuring the acknowledgement and the counseling regarding the curriculum for teachers	3		
8	Group formation and team development	-Organizing the teaching departments and project teams according to the school needs and plans	2		
9	Negotiation /Conflict solving	-Ensuring the coherence between the national curriculum and local developments -Ensuring the co-ordination between school subjects, modules and staff -Solving “priority conflicts” between the representatives of various school subjects in the children’s best interest.	1		

## 2.HUMAN RESOURCES (20 P) :

NO	FUNCTIONS	PERFORMANCE INDICATORS	MARKS		
			MAX	SHELF EVAL	MARKS GIVEN

1	Projecting/ Planning	<ul style="list-style-type: none"> <li>-The elaboration of the human resource development project – recruiting, selecting and using, motivating and laying off teaching and auxiliary staff</li> <li>-Establishing the recruiting, using and laying-off criteria</li> </ul>	3		
2	Organizing	<ul style="list-style-type: none"> <li>-Establishing procedures for filling up vacancies, according to national, local and special criteria</li> <li>-Including children and young students into schools and educational forms established by the law</li> <li>-Organizing contests and all forms of evaluation and selection, according to methodologies established at the national and regional level Establishing students’ vocational orientation</li> <li>-Providing health care and labour protection</li> </ul>	3		
3	Operational leadership	<ul style="list-style-type: none"> <li>-Signing labour contracts between the organization and the staff</li> <li>-Setting tasks for the staff including counselling and coordinating students’ groups</li> <li>-Devising task sheets for the school staff</li> <li>-Setting procedures for disciplinary issues and appeals. Devising procedures for laying off and retiring staff</li> </ul>	3		
4	Control and assessment	<ul style="list-style-type: none"> <li>-Regular assessment of the staff</li> <li>-Devising themed documents and reports requested by the regional school inspectorate and the local authorities.</li> <li>-Devising legal documents regarding the management of human resources</li> <li>-Filing and keeping official documents regarding the staff</li> </ul>	3		
5	Motivation	<ul style="list-style-type: none"> <li>The appointment of the school staff to a post (position) according to laws and regulations</li> <li>Devising the school schedule and activities according to legal and</li> </ul>	1		

		<p>scientific criteria</p> <p>The allocation of material and moral incentives according to the law and the national and local criteria</p> <p>Stimulating the professional development of the staff</p>			
6	Involvement/ participation	<p>Ensuring the institutional background for the participation of the staff at the decision-making process through department committees, board of directors and staff meetings</p> <p>Ensuring the efficiency and transparency of the inner communication</p> <p>Stimulating the participation in decision making</p> <p>Encouraging innovation</p>	2		
7	Personal and professional development	<p>- Continual training correlated with staff assessment.</p> <p>-Ensuring access to general and specific counselling</p> <p>Taking part in professional and self-development programs for educational management</p>	3		
8	Group formation and team development	<p>-Improving the efficiency of department committees and other committees</p> <p>-Encouraging openness throughout the organization</p> <p>-Organizing free-time activities for the staff</p>	1		
9	Negotiation /Conflict solving	Solving all conflicts regarding the organization in a transparent and efficient way	1		

### 3. FINANCIAL AND MATERIAL RESOURCES (25P):

NO	FUNCTIONS	PERFORMANCE INDICATORS	MARKS	
----	-----------	------------------------	-------	--

			MAX	SHELF EVAL	MARKS GIVEN
1	Projecting/ Planning	-The elaboration of an estimate budget and purchase plan and providing the school with the necessary materials  -Identifying extra-budgetary sources  -The elaboration of the documentation for the school buildings and investments	4		
2	Organizing	The allocation of the budget to various chapters and articles according to the law  Finding extra funding and distributing it according to the priorities of the organization  The allocation of fixed resources according to the plan	4		
3	Operational leadership	Putting into practice of the financial plan  Putting into practice of the plan of purchase and acquisition  Distributing scholarships and state allowance to students and all other social support according to the law  Using extra budgetary funds according to the school priorities  Ensuring the school facilities like heating, electricity, guarding of the building.	4		
4	Control and assessment	The closure of the budgetary year  Evaluating the purchase and absorption of the budgetary year  The elaboration of documents and themed reports requested by the regional school inspectorate, the ministry of education and the local authorities  The elaboration of the legal documents regarding financial management	4		

		Filing and keeping financial documents			
5	Motivation	Providing access to consultancy, providing services (consultancy, logistics, micro production), to other organizations as an alternative sources of funds	2		
6	Involvement and participation	Ensuring the transparency of the planning and execution of the budget	1		
7	Personal and professional development	Ensuring the access to further training and consultancy for the financial and administrative staff	2		
8	Group formation and team development	Building the administrative team	2		
9	Negotiation /Conflict solving	Negotiating the best financial conditions for the budgetary execution  Negotiating the most advantageous sponsorship contracts and extra budgetary funds	2		

#### 4. DEVELOPMENT AND COMMUNITY RELATIONSHIPS (25 P ):

NO	FUNCTIONS	PERFORMANCE INDICATORS	MARKS		
			MAX	SHELF EVAL	MARKS GIVEN
1	Projecting/ Planning	Identifying the educational needs of the local community and of the means of satisfying them according to the laws and regulations based on available resources  Planning the development of the school in order to satisfy the needs of the local community	4		



		<p>Participating in the annual planning of inspections together with the regional school inspectorate</p> <p>Informing all the categories and organizations that might be interested in/ benefit from about the school activity and national programs, as well as promoting other projects.</p>			
2	Organising	<p>Collaborating with the local authorities (regional town council and city council and city hall regarding the allocation and use of the funds to ensure functioning and maintenance of the school</p> <p>Establishing partnerships with companies, NGOs and other organizations</p>	4		
3	Operational leadership	<p>Putting into practice of the national reform programs regarding the innovation projects and the elaboration of the implementation documents</p> <p>Establishing links with the local authorities, economical agents, the national and regional cultural institutions (the church). Other interested institutions, to increase the adjusting of the educational school offer to the concrete offer for the implementation of the projects and educational programs of the school so that its importance could increase.</p> <p>Establishing formal links with the police, the fire brigade and the public guards in order to assure the safety of the pupils and to prevent juvenile delinquency</p>	4		
4	Control and assessment	<p>Taking part in the doing the annual plan of inspection (general, thematic and special) together with the Regional School Inspectorate.</p> <p>The elaboration of the criteria of monitoring and evaluating the school educational quality</p> <p>Putting into practice the monitoring and evaluation instruments</p> <p>The elaboration of the reports regarding the activity of assuring the quality of the educational offer and of the programs of</p>	4		

		<p>improving the educational quality</p> <p>The elaboration of the documents regarding the evaluation of the innovation and reform projects</p> <p>The elaboration of the end of the term and annual reports of the school activity</p>			
5	Motivation	Offering the logistics (space, devices, expertise/consultancy) for the programs and activities of the community.	1		
6	Involvement / participation	<p>Consulting the school trade union organizations in the process of decision-making and in solving the problems of the school</p> <p>Organizing regular meetings with the representatives of the local community: members of the management staff, parents, businessmen, representatives of the church, and of cultural organizations, etc., regarding the increase of the adjusting of the educational offer of the school to the specific of the community.</p>	2		
7	Personal and professional development	<p>Organizing different forms of professional reconversion</p> <p>Organizing courses/tuition for satisfying the needs of the local community</p>	2		
8	Group formation /team development	Building teams or the participation of the school staff at various projects regarding the development of the community and at other projects, be they local, national and international.	2		
9	Negotiation /Conflict solving	<p>Negotiating the most advantageous conditions of supporting the school by the community</p> <p>The fast, transparent and efficient solving of the conflicts with the community/authorities, the local authorities ,religious and cultural institutions,etc.</p>	2		
SCORING			100		

TOTAL SCORE: 100

86-100 – VERY WELL

71-85 – WELL

61-70 – SATISFACTORY

0-60 – NOT SATISFACTORY

## FOURTH CASE STUDY: ENGLAND

### Context of School Leader Evaluation

All state schools in England are subject to formal inspection by OFSTED. The inspection focusses on how well the school performs and on how well the school meets its legal obligations. Part of the inspection focusses on the self-evaluation of the school, the School Development Plans, the effectiveness of the management and leadership of the school by the senior leadership team and the Governing Body.

### Purposes of School Leader Evaluation

Inspectors in England make key judgements on the following areas:

- overall effectiveness of the school
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils

### Procedures

Schools use a form of self-evaluation on an ongoing cycle and this self-evaluation informs the School Development Plan that is updated regularly (typically this is at least three times a year). Typically, the self-evaluation is reviewed up to three times a year – the Headteacher and the Senior Management Team within the school review and evaluate the working of the school and report formally to the Governing Body of the school on an ongoing basis. OFSTED formally inspect every school on an ongoing cycle (typically every three years – or more often if there are concerns about how well a school is performing) and part of the inspection focusses on the self-evaluation of the school, the School Development Plans, the effectiveness of the management and leadership of the school by the senior leadership team and the Governing Body.

## **FIFTH CASE STUDY: BASQUE COUNTRY (Spain)**

### **Context**

The selection procedure for School Leaders at public schools in the Basque Country is shown below:

Call issued by the Education Administration	Selection procedure for non-university school leaders depending on the Education Department
1. Requirements for candidates	<ul style="list-style-type: none"> <li>▪ To have worked for five years as a tenured public servant</li> <li>▪ To have directly taught some of the subjects that the school offers for a period of the same number of years.</li> <li>▪ To present a Management Project</li> </ul>
2. Selection Committee	<ul style="list-style-type: none"> <li>▪ An education inspector</li> <li>▪ Two teachers' representatives</li> <li>▪ Two people chosen from among the members of the highest representative body</li> </ul>
3. Management Project assessment	<ul style="list-style-type: none"> <li>▪ Minimum score of 35 ( out of 70)</li> </ul>
4. Appointment of school leader	<ul style="list-style-type: none"> <li>▪ Passing the initial training programme</li> </ul>

### **Procedure**

Development of the assessment process for School Leaders in public schools in the Basque Country.

FIRST YEAR	1 <sup>st</sup> term	<p>Interview: Presenting the assessment process</p> <p>Documentary analysis: Annual School Plan, Management Project, School Education Project</p>
	2 <sup>nd</sup> term	<p>Interview: Initial assessment of the ten key criteria</p> <p>Evaluation team meeting: carrying out initial assessment by the evaluation team (2 inspectors)</p> <p>Analysis of sources of evidence</p>

	3 <sup>rd</sup> term	Interview and Report: Specifying the improvement proposals regarding the 10 key criteria
SECOND YEAR	1 <sup>st</sup> term	Analysis of the Annual School Plan and the Report from the previous year Monitoring progress/proposed improvements and reflecting these in the Annual School Plan Analysis of sources of evidence
	2 <sup>nd</sup> term	Interview: Completing the initial assessment with the 8 remaining criteria Monitoring progress/improvements Analysis of sources of evidence
	3 <sup>rd</sup> term	Report: Specifying new improvement proposals
THIRD YEAR	1 <sup>st</sup> term	Analysis of the Annual School Plan and the Report from the previous year Monitoring the progress and/or established improvements and reflecting these in the new Annual School Plan. Analysis of sources of evidence
	2 <sup>nd</sup> term	Analysis of School Leader self-assessment and of the other members of their management team Collecting and analysing the questionnaires to gather the opinions of the members of the school council Interview: Contrasting the situation regarding the criteria that will determine the final assessment with the School Leaders Monitoring progress/improvements
	3 <sup>rd</sup> term	Preparing the final ED assessment report, including the summative assessment
FOURTH	1 <sup>st</sup> term	Analysis of the Annual School Plan and the Report from the previous year

YEAR		Analysis of sources of evidence
	2 <sup>nd</sup> term	Monitoring progress/improvements
	3 <sup>rd</sup> term	Final report

## Consequences

Assessment process result for SLs in the Basque Country

POSITIVE ASSESSMENT PERIOD	1 <sup>ST</sup>	CONTINUATION	<ol style="list-style-type: none"> <li>1. Reappointment for a second four-year period</li> <li>2. Updating the management Project for the new period</li> </ol>
		RESIGNATION	<ol style="list-style-type: none"> <li>1. Call issued by the Education Administration</li> <li>2. Requesting the maintenance of a part of the specific supplementary payment</li> </ol>

## School Leader Evaluation in the Basque Country (Spain). Examples of good practices.

In the School Leaders' evaluation process from the Basque Country, the most important goal is to improve the School Leader's performance in order to enhance the education offered by the school. The following three examples of good practices are regarded as key actions:

1. A periodical and collaborative revision of the School Leader's Initial Management Plan during the 4 year evaluation cycle between School Leader and Inspector. In such a way the implementation of the School Leader's Initial Management Plan is supervised and the School Leader is given advice so that the foreseen goals and actions are put into practice. In order to do so, a document for the comparison of the School Leader Initial Management Plan's objectives and the Annual

School Plan's goals is provided to the School Leader. Both plans' objectives are clearly defined along the 4 year evaluation cycle in this plain document.

2. Helping foster the School Leader's own reflection about his/her performance (as an essential aspect in the School Leader's performance improvement process) by receiving information from:
  - a. From the School Leader evaluation instrument itself through the defined dimensions and criteria.
  - b. From the interviews with the evaluation team and, as a result of it, the information given to the School Leader. This way the School Leader's initial stage is defined and his/her improvement can be measured.
  - c. From the School Leader's self-evaluation.
  - d. From the school community's information through a satisfaction questionnaire addressed to the Governing Board.
  - e. From the Annual Report, that must be fulfilled after the four year cycle specifying the goals related to the school that have been achieved and the ones related to the School Leader's competence.
3. An Annual Report, sent to the School Leader, where his/her performance's strengths and improvement areas are defined. That information has been previously shared with the School Leader and the proposals are expected to be fulfilled during the next school year or the following ones. This is the evaluation stage when the school inspectorate's influence on the School Leader's competence may be the most visible (if good quality improvement proposals are made and they are put into practice).

Moreover, there are some other aspects that are also relevant:

1. The Education Department has published many guides for helping elaborate the School Strategic Documents so that the schools can write their own, such as School Leader's Initial Plan Elaboration Guide, School Annual Plan Elaboration Guide, etc.



2. Monitoring the evaluation process in order to guaranty that its main goal is fulfilled (mainly its formative nature) and that it is developed in an efficient way (adequate to procedures, methods, schedule etc). As a result, the following methods or strategies are used:
  - a. Control Sheets that guarantee that all activities are carried out in the public schools where this evaluation procedure is developed.
  - b. Satisfaction surveys (to evaluated School Leaders or Management Teams and Evaluation Teams from Education Inspectorates).
  - c. Interviews in order to obtain improvement proposals and opinions.
  - d. Analysis of Evaluation Teams’ Reports aiming at verifying their quality in terms of reaching their goals.
  - e. Training sessions for Education Inspectors as Evaluation Teams.
  - f. Analysis of the final results and conclusions.
3. Systematization of the process: This process is systematized in our Quality system 9001:2008. It has got a variety of support documents in order to improve the performance of School Leaders, Management Teams, Evaluation Teams and the monitoring process itself.

### APPENDIX 3: PARTNER COUNTRIES` DOMAINS WITH RELATED CRITERIA AND INDICATORS

## SCHOOL LEADERS' EVALUATION DOMAINS, CRITERIA AND INDICATORS: KAUNAS (LITHUANIA)

### SCHOOL LEADERS AND DEPUTIES FOR EDUCATION

#### COMPETENCE AND MANAGEMENT PERFORMANCE EVALUATION CRITERIA

The main target for the SL is a professional management of a school ensuring the effective improvement of all activities directed to students' education.

The SL must have the managerial competence of basic education:

1. Public education policy and strategic planning;
2. Educational and self-educational process;
3. Management of human, material and financial resources.

The SL justifies his competence by preparing the competence profile and the competence justification report. The SL and school results are justified by law, school performance documents, secondary education program accreditation and /or school activities external quality assessment reports and other data (the SL is not required to collect copies of these documents, just state the location in the competence justification report, prepared according to the given form). The SL competence can be evaluated by the words 'Yes', 'Partly', 'No' 'Meets the requirements for a higher category level', 'Meets the requirements for a lower category level'.

SL management activities and competence is measured by three areas of activity according to twelve criteria. Four of these criteria are mandatory, they are assessed by entry 'Yes' and must meet the requirements for the seeking category. Out of the remaining eight criteria for the third category there are four, for the second category two criteria can be assessed 'Partly'. For the second category the two criteria may have the assessment 'Meets the requirements for one level lower category'. For SL who wants to get the 1st category all the remaining eight criteria must be assessed in detailed 'Yes'.

#### Requirements for the categories

- **the 3rd category:** implementation of high-quality public education policy improving the educational process and the educational culture in school;

- **the 2nd category:** in addition to high-quality public education policy implementation, the educational content, forms and methods are being enriched. The students’ social experience, self-expression and creativity is encouraged. The school is open to all innovations and the team is organised to achieve the aims, introduce educational innovations, bring teams and groups together for the purpose of the school image improvement.

- **the 1st category:** a new modern school is being created showing the distinctive features of its uniqueness, ensuring the quality of education, promoting the development of the student's personality, uniting all members of the community for improving school activities, education and school culture.

**The 1st managerial domain. The knowledge in the field of education policy, school policy creation and implementation.**

**Rationale:** SL needs to understand trends in education, state education policy goals and objectives, to be able to think strategically, plan and manage, create the organization which members are responsible for the success of the school.

**SL skills assessment criteria and rationale: (the criteria in grey colour correspond to the ones applied for School Leaders compulsorily evaluated every five years, the rest of them is applied to the School Leaders voluntarily evaluated every 3 years):**

SL competence	SL activities	School performance results
<b>1st criteria. Understanding the education policy, school activities planning and implementation.</b>		
<b>3rd category</b>		
SL is able to develop and implement the school's strategic plan and the annual educational program.	Acquired the knowledge necessary for strategic planning, for preparing and implementing the annual educational program. Preparing the strategic plan and the annual educational programs took into account the national and municipal priorities in education. Regularly reports on the implementation of the strategic plan and the annual program.	Prepared the school's strategic plan, the annual educational programs, justified by the self-assessment activities, the data of internal and external environments, correspond to the country, local education policy and strategy. School community is familiar with the school's strategic plan and annual activities program and follows them in its activities.
<b>2nd category</b>		
SL is able to mobilize teams, working groups for preparation and implementation of the school strategic plan and the annual educational programs.	Systematically explained to the school community members the educational country's and municipality's policy and its priorities. Dedicated teams, working groups were created to self-evaluate the quality of school activities, to prepare and implement the strategic plan and annual educational programs. Coordinated their activities.	School's strategic plan and annual educational programs were prepared according to the modern management and modern educational trends. Strategic plan and annual educational programs were drawn up setting up the teams or working groups. School's strategic plan and annual educational program goals and objectives are consistent with national and municipal educational priorities and meets the needs of the school community.
<b>1st category</b>		

SL is able to motivate and involve the whole school community in creating and implementing the strategic plan, the annual educational program design and implementation.	The school community was involved into preparation and implementation of the school strategic plan.  School performance and management is based on a shared vision, in line with the goals and activities and promoting initiatives. Consistent implementation of the school's strategic plan and annual educational programs is visible, community is being informed about the achievements, problems, threats, consultation on the further implementation of the school's strategic plan .	The school's strategic plan and annual educational programs are ready, the data of their implementation is presented, the internal evaluation data is discussed and articles, interviews about that are seen.
<b>The 2nd criteria. SL performance in shaping and changing the school culture.</b>		
<b>3rd category</b>		
SL is able to define the democratic life of values and norms of the democratic life and is able to implement them, fostering the school's culture.	Gained knowledge in school culture shaping and achieved that the internal school culture changes reflecting the values and norms of the school life could be seen at school.	Agreed upon the behavioural norms, values and their fostering. The information stands, events, rituals, traditions, school history, symbols and other facts reflect the external elements of the school culture.  The information about the school culture is regularly presented to the community members.
<b>2nd category</b>		
SL together with management teams, groups is able to foster a distinctive school culture.	The teams, workgroups are organised to foster school culture, the school's history and other facts are captured.	The system of school values is reflected in its activities, the external culture (brochures, hoardings, internet site, museum) etc.
<b>1st category</b>		
SL is able to involve the school community into school culture's development.	It is achieved that the school community is guided by a common philosophy, value system and is fostering that.	The school meets the overall philosophy and values, the school's strategic plan is successfully implemented.
<b>The 3rd criteria. Cooperation with social partners.</b>		

<b>3rd category</b>		
SL understands the importance of the cooperation with other institutions in order to achieve the school goals and knows how to assess the needs of local communities.	Acquired knowledge in social partnership. Initiated and got into good relationship with social partners (local and regional level). Initiated and took part in evaluating the needs of local community.	School community members understand the importance of social partnership and its influence on school's activities and are clear talking about their educational needs.
<b>SL competence</b>	<b>SL activities</b>	<b>School performance results</b>
<b>2nd category</b>		
SL develops school's cooperation with the social partners offering an opportunity for school teams to improve cooperation skills.	Initiated and supported cooperation with the social partners at national level and involved into the cooperation school teams.	School teams, cooperating with the social partners implement national projects influencing the school's change.
<b>1st category</b>		
SL is able to establish and maintain effective communication and involve the school community to work jointly with foreign partners and other interested bodies.	Initiated establishing the partnership network, which includes the school community and foreign partners, government, business, and other educational and research institutions.	School community actively participates in the Partnership Network activities and the partnership projects are successfully implemented.
<b>4th criteria. School activities in organising self-evaluation and the use of the data obtained for improvement.</b>		
<b>3rd category</b>		
SL knows how to make the school self-evaluation, reports the results to the school community, the founder, local executive authority, public bodies General Meeting as to other interested institutions,	Gained knowledge about school evaluation and self-assessment methodology. Initiated the school's self-evaluation activities, reported the results to school community, local executive authority, public bodies General Meeting and other interested institutions.	School community is involved in school's self-assessment; self-evaluation and external evaluation (if performed) results are used to improve the school's performance.
<b>2nd category</b>		

SL is capable of focusing school teams, working groups to use school performance self-evaluation and external evaluation (if performed) results for the school improvement.	Brought together and taught school teams, working groups to use school performance self-evaluation and external evaluation (if any) results providing means for the school improvement to achieve the objectives and results to measure success.	School community members use self-evaluation activities, the external evaluation (if performed) results in planning and improving school performance.
<b>1st category</b>		
SL is able to involve the school community into the school's self-evaluation and its development.	Organised learning activities for school community and involved the school community into school's self-evaluation and development.	The school community members are actively participating in the school's self-evaluation. The quality of the school activities meets the needs of the school community.
<b>5th criteria. Development of self-governing bodies and their involvement in school management.</b>		
<b>3rd category</b>		
SL provides efficient conditions for functioning of self-governing bodies.	Acquired the knowledge in organising the self-governing bodies. The efficient conditions for creating and working of the self-governing bodies are created.	The democratically established self-governing bodies at school work efficiently.
<b>2nd category</b>		
SL is able to involve the self-governing bodies.	Involved the self-governing bodies into the school management.	Representatives of self-governing bodies participate in school management.
<b>1st category</b>		
SL is able to involve the self-governing bodies into initiating changes and their implementation.	Involved the existing self-governing bodies into initiating changes and implementing them. SL coordinated the activities providing the necessary information and consulting them.	The self-governing bodies initiate the changes and participate in implementing them.

## The 2nd managerial activities domain. Educational process management.

**Rationale:** SL must understand the goals of education, effective education strategies, assessment principles, ensure the educational process effectiveness, school infrastructure and educational objectives matching, be able to analyse the school's performance, adjust the curriculum to create and maintain the environment which promotes and ensures effective education, create conditions for individual and differentiated educational activities taking into account the students' experiences, interests, abilities and needs.

### SL skills assessment criteria and rationale

SL competence	SL activities	School performance results
<b>6th criteria. Management of educational content.</b>		
<b>3rd category</b>		
SL is able to plan curriculum and ensure its implementation.	Gained knowledge in curriculum management issues. Leading the school's educational plan, thematic plans, training programs are created having in mind national and regional curriculum change strategies. Organizes implementation of the educational plan and carries out its maintenance.	Prepared and approved by SL educational plan, programs and thematic plans. In planning and implementation of the educational content (curriculum) teachers and school board participated actively.
<b>2nd category</b>		
SL is able to plan, implement and adjust the curriculum in collaboration with the school's self-governing bodies.	Involves school teams, working groups in curriculum planning, implementation, adjustment. Analyses the effective implementation of the curriculum.	The educational content is individualized, differentiated and adjusted to the students' needs and abilities. An agreement on the students' progress and achievement criteria is achieved. Community



		welcomes the quality of education.
<b>1st category</b>		
SL is able to ensure the coherence of school's strategic plan and educational content involving the school community members in curriculum planning, implementation and change.	Initiates the implementation of the educational content changes involving members of school community and social partners.	An effective and rational implementation of the school's strategic plan for education: investigating students' learning strategies and styles the students' needs are being met, ensuring overall personality development and high quality education.
<b>7th criteria. Creation and development of educational environment.</b>		
<b>3rd category</b>		
SL is capable of leading the creation of a functional educational school environment.	Gained knowledge in educational environment development and improvement. Leading the supply and enrichment with teaching aids implementation program for classrooms, laboratories and other spaces for education (after-school and other) activities.	The educational environment that contributes to the students' self-expression and quality education has been created at school.
<b>2nd category</b>		
SL is able, together with the teams in	SL together with teams and working groups create and develop educational environment, supply with	School educational environment is used effectively

groups to design and develop school educational environment, adapt to information and communication technologies and for using various educational (teaching/learning) methods.	modern teaching aids.	and allows students to meet the educational needs of self expression, guarantees by the quality of education.
<b>1st category</b>		
SL working together with school community is capable of creating and developing internal educational environment as well as enabling the use of external educational environment.	SL together with the school community develops internal and external educational environment and uses them efficiently.	The school effectively and functionally uses internal and external educational environment, enables the usage of various educational (learning) forms, methods, techniques, information and communication technologies and acquires a unique educational experience.
<b>8th criteria. Ensuring pupils' safety and equal opportunities.</b>		
<b>3rd category</b>		
SL is capable of ensuring measures to guarantee the students' safety and equal opportunities.	Gained knowledge about students' safety and equal opportunities. Ensures providing educational assistance to the pupils of different needs.	The help is organised, equal opportunity principles are being followed, the needs of the students are met. Favourable microclimate for students is formed.
<b>2nd category</b>		

SL is capable of focusing the work groups, teams for creation and implementation of the system for equal opportunities and student security.	Organized training on equal opportunities and student safety. Led the working groups, team activities in the development and implementation of equal opportunities and student security system.	Operating equal opportunities and student security system ensures a good microclimate in the school. The help is provide timely and effectively.
<b>1st category</b>		
Along with the school community, social partners and other institutions SL is able to guarantee equal opportunities and security to all students.	SL together with the school community is implementing the model of equal opportunities and assistance for students.	Effective operation of equal opportunities and student security model, students’ assistance provided timely and effectively, school microclimate meets the expectations of the school community.
<b>9th criteria. Parents’ (or guardians’) information and education.</b>		
<b>3rd category</b>		
SL is able to ensure parents’ (or guardians’), information and education.	Gained knowledge in parents’ (or guardians’), information and education. Organizes parents’ (or guardians’), information and education.	Parents (guardians) are systematically informed and educated. Parents’ meetings are organised regularly, school ‘open doors days’ and other activities for parents are organised as well.
<b>2nd category</b>		
SL together with the school's self-governing bodies, working groups is capable of ensuring the parents (or	Organized parents’ (or guardians’), investigation of informational and educational needs, inspired and led the creation and implementation of	The system ensures the quality of the parents’ (guardians’) information and education in pedagogical, psychological, educational, and other

guardians), informational and educational system.	informational and educational system for parents involving self governing bodies.	topics. The parents’ needs are met.
<b>1st category</b>		
SL is able to unite the efforts of members of the school community for creating and implementing the model for parents’ (or guardians’), information and communication.	Organized parents (or guardians), informational and communicational model design and implementation involving members of the school community.	Operating information and communication model meets school community needs, parents (guardians) systematically and timely receive complete information on student achievement and progress at school. Parents (guardians) and social partners are actively taking part in educational activities.

### 3rd managerial activities domain. Management of human and material resources.

**Rationale:** SL must be able to create an effective school personnel policy ensuring the quality of education and the democratic principles of leadership, know the laws in personnel regulations and follow them, be able to consult, communicate and collaborate, promote staff professional development. SL needs to know the legislation in property, fund management and monetary operations, be able to use modern technology, develop management strategies ensuring the quality and effectiveness of school performance.

#### SL competence skills assessment criteria and justification

SL competence	SL activities	School performance results
<b>10th criteria. Workers regulatory functions and security.</b>		
<b>3rd category</b>		
SL is able to prepare regulating	Gained knowledge in personnel management.	School staff is aware of their rights and fulfil their

documents for employees and guide them.	Prepared all the necessary staff work regulating documents and followed them.	duties. School microclimate is favourable for employees.
<b>2nd category</b>		
SL is able to involve self-governing bodies groups, teams into prepare the employees’ work regulating documents.	Along with working groups, teams, self-governing bodies prepare, review and adjust the staff work regulating documents, which guarantee the safety of the employees.	School’s operating records, safe working environment and a favourable microclimate allows employees to make effective use of their skills.
<b>1st category</b>		
SL is able to achieve that the members of the school community were aware of their rights, duties and be responsible.	Achieved that the school community members are aware of their rights, duties and responsibilities. The conflicts are resolved successfully and the conflict prevention is being carried out.	Staff welcomes the psychological school climate. School community members are aware of their rights, duties and implement them, assume responsibility. The school is implementing conflict-prevention measures.
<b>11th criteria. Professional development of the employees and their evaluation.</b>		
<b>3<sup>rd</sup> category</b>		
SL is able to assess the employees’ performance and ensure their professional development.	Gained knowledge in evaluating the employees’ work, organises their professional development and assesses their performance.	Systematically assesses the employees’ performance and organises their professional development.
<b>2nd category</b>		

SL is able together with work groups, teams plan the development of human resources and their performance assessment and self-assessment.	Organized employees’ performance evaluation and self-evaluation trainings, with methodological or other groups discussed the training procedures, policies and priorities.	The employee performance evaluation, self-evaluation and in-service training system is created at school which ensures professional development for each employee, the school's strategic plan implementation and the quality of education.
<b>1st category</b>		
SL is able to examine a person’s, group’s activities, involve the school community members into developing the school as a learning organization.	Examined individuals’, groups’ activities, initiated and organized the community members’ trainings and the school development as a learning organization.	Created and effectively operates the employees’ performance evaluation and training system: the employees’ performance is regularly evaluated, proposals to improve the activity are constantly given, the feedback is regular and the data is used for employees’ and school’s improvement. The model created by school community members of a learning organisation is being implemented.
<b>12th criteria. Property and funds administration and management.</b>		
<b>3rd category</b>		
SL is able to administrate and manage the material resources.	Gained knowledge in property funds administration and management. Organizes the inventory asset, preparation and implementation of the school budget programs	School staff is involved in inventory assets. School funds are used rationally and purposefully.
<b>2nd category</b>		

SL is able to analyse the efficiency of material and financial resources and mobilize school teams for economical and rational management of assets.	Along with working groups, teams and / or local authorities carries out the control of regular property and the use of funds and savings, reports the school community, the founder of the school, the municipal executive authority, public bodies’ general meetings and other state institutions about the use and distribution of financial resources.	The working groups, teams, local authorities actively participate in the process of allocation of funds, supervise the use of the property, funds and other.
<b>1st category</b>		
SL is able to involve the community in the school’s property and funds control.  SL initiates additional fundraising.	Organized groups from the members of the school community for control of funds and property usage and for attraction additional fundraising.	Community is actively participating in budget discussion, helps to attract additional funds, agrees on the feasibility and effectiveness of using the budget and additionally attracted funds.

#### SL transferable competency assessment criteria and rationale

Transferable competences	SL competence	SL activities
1. Communicative competence	SL is able to combine his knowledge and ideas with others. Able to manage public relations forming a desirable image of the school.	Attended and finished organizational learning courses / seminars. Takes care of the school's internal and external communication systems’ development.
	Is able to communicate in at least one foreign (European)	Can speak one or a few foreign languages.

	language.	
2. Information management skills	SL is able to use information and communication technologies in school management.	Uses information and communication technologies in improving school performance, ensures the exchange of information and has acquired computer literacy.



**SCHOOL LEADERS’ EVALUATION DOMAINS, CRITERIA AND INDICATORS: PORTUGAL**

DIMENSIONS	DESCRIPTION	CRITERIA	INDICATORS
1. COMMITMENTS OF THE SCHOOL LEADER	<p>Until 90 days after the beginning of the mandate, the Director prepares a mission letter, validated by the signature of the chair of the School Board. The mission letter must state the Director commitments (from 5 to 7) to be achieved during his/her mandate, in a measurable way within a timeframe.</p> <p>The commitments must be aligned with the school development plan and the annual plan of activities, and take into consideration the human, financial and material resources.</p> <p>When the assessment cycle is going to finish, the Director delivers to the School Board a self-evaluation report, with a maximum of 6 pages. Such report consists of a document with a reflection upon the evolution since he/she took the headship position, taking into consideration the results in terms of effectiveness, efficiency and quality compared against those stated in the letter of mission.</p>	1. Outcomes of the school development plan	Each commitment of the SL stated in the mission letter is an indicator
		2. Outcomes of the annual plan of activities	
		3. Management of human, financial and material resources.	
2. MANAGEMENT SKILLS	<p>The external assessment of Directors takes into account the last external evaluation undertaken by the Inspectorate-General of Education and Science.</p> <p>The external component of the Directors assessment is the mean of the assessment of each dimension of the external evaluation of schools</p>	4.Results	<p>Leadership</p> <p>Strategic vision,</p> <p>Management</p> <p>External representation of the school</p>
		5. Education Provision	
		6. Leadership and Management	



**SCHOOL LEADERS’ EVALUATION DOMAINS, CRITERIA AND INDICATORS: PRAHOVA (ROMANIA)**

FUNCTIONS	PERFORMANCE INDICATORS
<b>Projecting/ Planning</b>	<ul style="list-style-type: none"> <li>-The correlation of the objectives established at the level of the national educational system and the regional educational system with the objectives specific for the school.</li> <li>-The elaboration of the school curriculum project regarding the application of the national curriculum and the regional development.</li> <li>-The elaboration of the project of extracurricular activity and school contests.</li> </ul>
<b>Organizing</b>	<ul style="list-style-type: none"> <li>-The obtaining of the official curricular documents, of school textbooks , curricular auxiliaries( exercise books, posters, maps), books for the school library and the auxiliary equipment.</li> </ul>
<b>Operational leadership</b>	<ul style="list-style-type: none"> <li>-Putting into practice of the approved curricular documents (the national curriculum) and the curricular developments from the regional level.</li> <li>-The structuring of the school schedule specific for the school needs.</li> <li>-The monitoring of the educational offer of the school in accordance with the monitoring and the assessing criteria and/or the performance criteria established through the curriculum project or through the development projects resulting from various forms of inspection.</li> <li>-The supervising of extracurricular activities and school contests.</li> </ul>
<b>Control and assessment</b>	<ul style="list-style-type: none"> <li>-The evaluation of the educational offer and the educational performance based on the performance indicators established through the curriculum project or through the development projects resulting from various forms of inspection.</li> <li>-The elaboration of the proposals regarding the modification of the national curriculum and of the regional and local development .</li> <li>-The preparation and the organization of the national exams at the end of secondary school and of high school.</li> <li>-The elaboration of the themed documents and reports requested by the regional school inspectorate, the ministry of education and the local authorities.</li> <li>-The elaboration of legal documents regarding the national curriculum.</li> <li>-The filing and keeping of official school documents.</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>-Ensuring the motivational aspect and the substantiation of the local curriculum development based on the experience of the children/young people and the specific features of the community.</li> </ul>
<b>Involvement / participation</b>	<ul style="list-style-type: none"> <li>-The encouraging, registering and informing the higher authorities on the local curricular development and proposals for the improving of the national curriculum coming from the teaching staff.</li> </ul>

<b>Personal and professional development</b>	-Ensuring the acknowledgement and the counselling regarding the curriculum for teachers.
<b>Group formation and team development</b>	-Organizing the teaching departments and project teams according to the school needs and plans.
<b>Negotiation /Conflict solving</b>	-Ensuring the coherence between the national curriculum and local developments. -Ensuring the co-ordination between school subjects, modules, staff. -Solving “priority conflicts” between the representatives of various school subjects in the children’s best interest.

## DIMENSION 2: HUMAN RESOURCES

<b>FUNCTIONS</b>	<b>PERFORMANCE INDICATORS</b>
<b>Projecting/ Planning</b>	-The elaboration of the human resource development project – recruiting, selecting and using, motivating and laying off teaching and auxiliary staff. -Establishing the recruiting, using and laying-off criteria.
<b>Organizing</b>	-Establishing procedures for filling up vacancies, according to national, local and special criteria. -Including children and young students into schools and educational forms established by the law. -Organizing contests and all forms of evaluation and selection, according to methodologies established at the national and regional level. Establishing students’ vocational orientation. -Providing health care and labour protection.
<b>Operational leadership</b>	-Signing labour contracts between the organization and the staff. -Setting tasks for the staff including counselling and coordinating students’ groups. -Devising task sheets for the school staff. -Setting procedures for disciplinary issues and appeals. Devising procedures for laying off and retiring staff.
<b>Control and assessment</b>	-Regular assessment of the staff -Devising themed documents and reports requested by the regional school inspectorate and the local authorities. -Devising legal documents regarding the management of human resources.

	-Filing and keeping official documents regarding the staff.
<b>Motivation</b>	-The appointment of the school staff to a post ( position) according to laws and regulations. -Devising the school schedule and activities according to legal and scientific criteria. -The allocation of material and moral incentives according to the law and the national and local criteria. -Stimulating the professional development of the staff.
<b>Involvement / participation</b>	-Ensuring the institutional background for the participation of the staff at the decision making process through department committees , board of directors and staff meetings. -Ensuring the efficiency and transparency of the inner communication. -Stimulating the participation in decision making. -Encouraging innovation
<b>Personal and professional development</b>	- Continual training correlated with staff assessment. -Ensuring access to general and specific counselling. -Taking part in professional and self-development programs for educational management.
<b>Group formation and team development</b>	-Improving the efficiency of department committees and other committees. -Encouraging openness throughout the organization. -Organizing free-time activities for the staff.
<b>Negotiation /Conflict solving</b>	-Solving all conflicts regarding the organization in a transparent and efficient way.

### DIMENSION 3: FINANCIAL AND MATERIAL RESOURCES

<b>FUNCTIONS</b>	<b>PERFORMANCE INDICATORS</b>
<b>Projecting/ Planning</b>	-The elaboration of an estimate budget and purchase plan and providing the school with the necessary materials. -Identifying extra-budgetary sources -The elaboration of the documentation for the school buildings and investments.
<b>Organizing</b>	The allocation of the budget to various chapters and articles according to the law.

	<p>Finding extra funding and distributing it according to the priorities of the organization.</p> <p>The allocation of fixed resources according to the plan.</p>
<b>Operational leadership</b>	<p>Putting into practice of the financial plan</p> <p>Putting into practice of the plan of purchase and acquisition.</p> <p>Distributing scholarships and state allowance to students and all other social support according to the law</p> <p>Using extra budgetary funds according to the school priorities.</p> <p>Ensuring the school facilities like heating, electricity, guarding of the building.</p>
<b>Control and assessment</b>	<p>The closure of the budgetary year.</p> <p>Evaluating the purchase and absorption of the budgetary year.</p> <p>The elaboration of documents and themed reports requested by the regional school inspectorate, the ministry of education and the local authorities.</p> <p>The elaboration of the legal documents regarding financial management</p> <p>Filing and keeping financial documents</p>
<b>Motivation</b>	<p>Providing access to consultancy, providing services (consultancy, logistics, micro production), to other organizations as an alternative source of funds.</p>
<b>Involvement / participation</b>	<p>Ensuring the transparency of the planning and execution of the budget.</p>
<b>Personal and professional development</b>	<p>Ensuring the access to further training and consultancy for the financial and administrative stuff.</p>
<b>Group formation and team development</b>	<p>Building the administrative team</p>
<b>Negotiation /Conflict solving</b>	<p>Negotiating the best financial conditions for the budgetary execution</p> <p>Negotiating the most advantageous sponsorship contracts and extra budgetary funds.</p>

#### DIMENSION 4: DEVELOPMENT AND COMMUNITY RELATIONSHIPS

FUNCTIONS	PERFORMANCE INDICATORS
<b>Projecting/ Planning</b>	<ul style="list-style-type: none"> <li>-Identifying the educational needs of the local community and of the means of satisfying them according to the laws and regulations based on available resources</li> <li>-Planning the development of the school in order to satisfy the needs of the local community</li> <li>-Participating in the annual planning of inspections together with the regional school inspectorate</li> <li>-Informing all the categories and organizations that might be interested in/ benefit from about the school activity and national programs, as well as promoting other projects.</li> </ul>
<b>Organizing</b>	<ul style="list-style-type: none"> <li>-Collaborating with the local authorities (regional town council and city council and city hall regarding the allocation and use of the funds to ensure functioning and maintenance of the school.</li> <li>-Establishing partnerships with companies, NGOs and other organizations.</li> </ul>
<b>Operational leadership</b>	<ul style="list-style-type: none"> <li>-Putting into practice of the national reform programs regarding the innovation projects and the elaboration of the implementation documents.</li> <li>-Establishing links with the local authorities , economical agents, the national and regional cultural institutions (the church). Other interested institutions, to increase the adjusting of the educational school offer to the concrete offer ,for the implementation of the projects and educational programs of the school so that its importance could increase.</li> <li>-Establishing formal links with the police, the fire brigade and the public guards in order to assure the safety of the pupils and to prevent juvenile delinquency.</li> </ul>
<b>Control and assessment</b>	<ul style="list-style-type: none"> <li>-Taking part in the doing the annual plan of inspection(general, thematic and special) together with the Regional School Inspectorate.</li> <li>-The elaboration of the criteria of monitoring and evaluating the school educational quality.</li> <li>-Putting into practice the monitoring and evaluation instruments.</li> <li>-The elaboration of the reports regarding the activity of assuring the quality of the educational offer and of the programs of improving the educational quality.</li> <li>-The elaboration of the documents regarding the evaluation of the innovation and reform projects.</li> <li>-The elaboration of the end of the term</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>-Offering the logistics (space, devices, expertise/consultancy) for the programs and activities of the community.</li> </ul>
<b>Involvement / participation</b>	<ul style="list-style-type: none"> <li>-Consulting the school trade union organizations in the process of decision making and in solving the problems of the school.</li> <li>-Organizing regular meetings with the representatives of the local community : members of the management staff, parents, businessmen, representatives of the church, and of cultural organizations, etc., regarding the increase of the adjusting of the educational offer of the school to</li> </ul>

	the specific of the community.
<b>Personal and professional development</b>	<ul style="list-style-type: none"> <li>-Organizing different forms of professional recon version.</li> <li>-Organizing courses/tuition for satisfying the needs of the local community.</li> </ul>
<b>Group formation and team development</b>	-Building teams or the participation of the school staff at various projects regarding the development of the community and at other projects, be they local, national and international.
<b>Negotiation /Conflict solving</b>	<ul style="list-style-type: none"> <li>-Negotiating the most advantageous conditions of supporting the school by the community.</li> <li>-The fast, transparent and efficient solving of the conflicts with the community/authorities, the local authorities ,religious and cultural institutions ,etc.</li> </ul>



**SCHOOL LEADERS’ EVALUATION DOMAINS, CRITERIA AND INDICATORS: BASQUE COUNTRY (SPAIN)**

**DIMENSION 1: DEFINITION OF GOALS AND STRATEGIC INTERVENTIONS**

<b>Criterion 1</b>	Analysis of the needs and expectations of the different agents in the education community and in the context of the school
<b>Indicators</b>	Encouraging and making available resources for collecting and analysing the needs and expectations of the agents in the education community and the characteristics of the school environment
<b>Criterion 2</b>	<b>Defining , and where appropriate, encouraging strategic guidelines through the management project and school projects (PEC, PCC, anual reports and plans, ROF and other school organisational tools) that meet detected needs.</b>
<b>Indicators</b>	<p>2.1.- Defining strategic guidelines and promoting school projects, based on the needs and expectations of the agents in the education community and the characteristics of the school.</p> <p>2.2.- Ensuring that the annual plan and report are drawn up in keeping with the strategic guidelines and projects of the school. Making sure that the PD is shown in the annual plan.</p> <p>2.3.- Providing a comprehensive view of the progress of the school in curricular and organisational aspects, as well as in the interrelation between these</p>
<b>Criterion 3</b>	Reviewing and adapting the educational response, bearing in mind the context, and trying to find development opportunities at the school.

<b>Indicators</b>	<p>3.1.- Bearing in mind the defined goals, adopting a realistic response to meet them, putting what was planned into practice, and monitoring and adapting this.</p> <p>3.2.- Searching for areas of improvement to guide educational interventions to boost academic success.</p>
-------------------	---

<b>Criterion 4</b>	<b>Launching mechanisms to achieve a positive environment and harmonious relations at school</b>
<b>Indicators</b>	<p>4.1.- Preparation and development of the School Coexistence Plan and setting up the coexistence committee/observatory to achieve a school environment and culture based on positive relations.</p> <p>4.2.- Prioritising educational and preventative aspects as against disciplinary procedures, developing school and classroom regulations, and when appropriate, adopting measures to correct the situation in accordance with the regulations in force.</p> <p>4.3.- Dealing with conflicts constructively. Developing mediation, conciliation and reparation in resolving conflicts.</p>

<b>Criterion 5</b>	Managing the school in keeping with the projects previously agreed on in accordance with the legal framework in force
<b>Indicators</b>	<p>5.1.- Compliance with the rules in force and the agreements adopted in the coordinating and governing bodies. Managing the school in keeping with these agreements. Ensuring that all the school staff comply with them</p> <p>5.2.- Systematic dissemination of the goals of the school, the things that have been achieved and challenges to be met. Reporting &amp; sharing good practices.</p>

## DIMENSION 2: MANAGEMENT, ORGANISATION AND RUNNING OF THE SCHOOL

<b>Criterion 6</b>	Encouraging teamwork among teachers.
<b>Indicators</b>	<p>6.1.- Existence of organisational structures that encourage teamwork.</p> <p>6.2.- Effectiveness of the activity carried out by the school's and governing and teaching coordination bodies.</p>

<b>Criterion 7</b>	<b>Management team leadership, distribution of responsibilities among the entire school organisation and teachers’ involvement and commitment</b>
<b>Indicators</b>	<p>7.1.- Leadership and coordination of all the activities at the school.</p> <p>7.2.- Encouraging the involvement and commitment of teachers.</p> <p>7.3.- Permanent information communication channels to encourage participation and reach agreements in decision taking.</p>

<b>Criterion 8</b>	Training to improve their work and displaying positive leadership traits. Encouraging teachers to take part in training and innovation.
<b>Indicators</b>	<p>8.1.- Displaying leadership qualities. Interest in improving their training, learning key aspects of the regulations, of how the school is run and taking the initiative to understand and meet the needs of the various sectors in the education community and local institutions.</p> <p>8.2.- Supporting and encouraging training and innovation to improve teaching-learning processes and school management and organisation.</p>

<b>Criterion 9</b>	<b>Management and efficient and effective administration of school resources</b>
<b>Indicators</b>	<p>9.1.- Organisation of resources (human, economic-financial and those related to information, documentation, the use of facilities and other school services) in accordance with the range of courses offered and school planning to provide students with a better educational response.</p> <p>9.2.- Balance between dedication to previously organised aspects and the response that day-to-day management requires.</p>

### DIMENSION 3: PEDAGOGICAL LEADERSHIP

<b>Criterion 10</b>	<b>Encouraging curricular measures required to improve teaching and learning processes</b>
<b>Indicators</b>	<p>10.1.- Preparing the School Curricular Project (PCC) and encouraging curricular measures to improve teaching-learning processes and student assessment, and to improve their performance as a result of this.</p> <p>10.2.- Ensuring that didactic and classroom programmes are prepared and reviewed, in keeping with the PCC and other school documents.</p> <p>10.3.- Optimising learning time (classes starting on time, efficient use of time in the classroom, effective methodologies, use of other times and spaces...).</p>

<b>Criterion 11</b>	<b>Encouraging measures for attention to diversity</b>
<b>Indicators</b>	<p>11.1.- Encouraging procedures to guarantee the most appropriate educational response for each student, both those with problems and with high abilities.</p> <p>11.2.- Managing support and resources in accordance with inclusive school principles (presence, participation and achievement, in a day-to-day context), and ensuring more support for students that most need it due to their specific educational support needs.</p> <p>11.3.- Taking part in institutional programmes to respond to student diversity.</p>
<b>Criterion 12</b>	<b>Availability of resources to ensure that teachers tutor and advise students</b>
<b>Indicators</b>	<p>12.1.- Guaranteeing that both individual and group tutoring is carried out.</p> <p>12.2.- Providing resources for academic, professional, and personal student guidance.</p>
<b>Criterion 13</b>	Ensuring that families are informed about students’ education, and encouraging them to also get involved in this.
<b>Indicators</b>	<p>13.1.- Guaranteeing that the most important information about the different aspects of students’ educational progress reaches their families.</p> <p>13.2.- Encouraging families to get involved with the school in students’ educational process.</p>
<b>Criterion 14</b>	<b>Encouraging the involvement and commitment of students, families and administration and service staff in organising and running the school</b>
<b>Indicators</b>	<p>14.1.- Encouraging students to take part and get involved in organising and running the classroom and the school, by promoting measures to favor positive coexistence.</p> <p>14.2.- Encouraging families and non-teaching staff to take part and get involved in the organisational structure of the school.</p>

#### **DIMENSIÓN 4: PARTICIPATION AND COLLABORATION OF INTERNAL AND EXTERNAL AGENTS**

<b>Criterion 15</b>	<b>Encouraging collaboration with other schools, institutions, services, companies and local people</b>
<b>Indicators</b>	15.1.- Establishing relations with other schools to exchange experiences and good educational practices, and coordinate their educational interventions with the schools where their students are going to follow their educational path. 15.2.- Setting up collaborative relations with other organisations outside the school to improve interventions with students.

<b>Criterion 16</b>	<b>Representing the Administration in dealing with the education community and vice-versa</b>
<b>Indicators</b>	16.1.- Representing the centre in dealing with the outside world (education administration, other schools, companies, institutions...) and representing the education administration at the school, and ensuring that the education community's plans, wishes and needs and the most important incidents that occur are passed on to the administration.

#### **DIMENSION 5: BOOSTING ASSESSMENT AND MANAGING CHANGE**

<b>Criterion 17</b>	<b>Encouraging internal assessment processes regarding the different school programmes, and their organization and running, and collaborating with external assessments.</b>
<b>Indicators</b>	17.1.- Encouraging internal assessment and collaborating in external assessment processes to have available data and evidence about teaching and learning processes, and about the organisation and running of the school. 17.2.- Getting the school to join comprehensive projects that improve how it is managed (SGC, EFQM & others).

<b>Criterion 18</b>	<b>Using external and internal assessment results as a tool to achieve improvements in curricular and organizational fields, in order to optimise the educational response to students' needs</b>
<b>Indicators</b>	18.1.- Using the data obtained in internal and external assessment processes to promote improvements in curricular and organisational fields. 18.2.- Ensuring that improvements in curricular and organisational fields influence the optimisation of the educational response for students.

